DOCUMENT RESUME

ED 266 678 FL 015 527

TITLE	International Students in the United States: A Guide for Secondary School Administrators.
INSTITUTION	National Association for Foreign Student Affairs, Washington, D.C.
PUB DATE	Jan 85
NOTE	171p.
AVAILABLE FROM	National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, DC 20009 ($6.50).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Administrator Guides; Admission (School); *Federal Regulation; Foreign Countries; *Foreign Students; Guidance; *International Educational Exchange; Language Proficiency; Legal Problems; Principals; *Program Administration; School Orientation; *Secondary Schools; Student Characteristics; *Student Exchange Programs; Student Placement; Student Records

ABSTRACT

A secondary school principals' reference guide provides information on key issues concerning foreign students in the United States both in organized exchange programs and under sponsorship of relatives and friends. The topics discussed include: elements in promoting successful youth exchange programs; admissions and academic placement (initial information to be obtained, evaluation of credentials, grade placement, and English language proficiency); guidance and counseling (registration, school and community orientation, using foreign students as educational resources, common counseling needs, and relevant U.S. immigration regulations and procedures); and profiles of the educational systems and cultures of Canada, West Germany, France, Italy, Japan, and the United Kingdom. Appended materials include United States Information Agency criteria for teenager exchange visitor programs; a list of state consumer protection offices; sample forms to assist in the evaluation of foreign credentials; relevant U.S. immigration regulations, procedures, and forms; and a listing of resource materials and organization. In addition, country/culture profiles (with maps) are provided for Brazil, Egypt, Finland, India, Israel, Mexico, Nigeria, the Philippines, South Korea, Spain, Sweden, and Thailand. (MSE)

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INTERNATIONAL STUDENTS IN THE UNITED STATES:

A GUIDE FOR SECONDARY SCHOOL ADMINISTRATORS

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009
202/462-4811

May 1984

FL015527

The National Association for Foreign Student Affairs (NAFSA) is a nonprofit membership association that provides training, information and other educational services to professionals in the field of international educational exchange. Its 5,000 members—from every state in the United States and more than 50 other countries—represent primarily colleges and universities but also elementary and secondary schools, public and private educational associations, exchange organizations, national and international corporations and foundations and community organizations. Through its publications, workshops, consultations with institutions and conferences, the Association serves as a source of professional training, a reference for standards of performance and an advocate for the most effective operation of international educational exchange.

Second Printing January 1985

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A Note to Principals

As principals, we all deal daily with a variety of issues; foreign students, in many schools, are becoming one of those daily issues. Foreign students may not be present yet in all our schools, but with the expanding numbers expected to arrive in the United States under the President's International Youth Exchange Initiative, they will be shortly—so please read on!

We know that there are many benefits to having representatives of other countries and cultures in our schools, but we also know that a number of administrative issues need to be resolved before those benefits can be fully realized. This publication, produced by the National Association for Foreign Student Affairs (NAFSA), provides insight into answers to many of the questions we have to face in dealing with students from other countries who have been trained in different education systems.

International Students in the United States: A Guide for Secondary School Administrators focuses on students coming to the United States under organized exchange programs and under sponsorship of friends or relatives. Although it does not deal with immigrant and refugee students in the United States or with American students going abroad, it does provide a great deal of information involving foreign students in our schools that will be helpful to principals and other school administrators.

The Committee on International Programs of the National Association of Secondary School Principals (NASSP) has worked with NAFSA to provide information about some of the key questions secondary school principals have about foreign students in their schools. An excellent job has been done in this publication of answering many of those questions and providing resources for obtaining further information. We encourage you to read it—particularly the first section, Considerations and Issues for Principals, which, as its title states, has been specifically written for us—and then to pass on pertinent sections to appropriate staff members. We think you will find the time taken to review this well spent—we did!

NASSP Committee on International Programs

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*A new Sample Form I-538 and Sample Form I-506 have been added to the second printing of this publication. Information about the use of Form I-506 has been added on page 16. Several new items have also been added to Appendix E, Resource Materials and Organizations.

The Committee on Foreign Students in Elementary and Secondary Schools and NAFSA wish to express thanks to the International Youth Exchange Office of the U.S. Information Agency for providing the grant which has made the second printing of this publication possible.

INTRODUCTION

As countries of the world become increasingly interconnected, the lives of people of all nationalities become correspondingly intertwined. The daily existence of Americans is affected greatly by events in other parts of the world. Our dependence on a world economy is an example which is evidenced by the facts that nearly half the profits of the top 500 corporations in the United States result from foreign investments and sales, and that one American in six owes his or her employment to foreign trade. Because no country can isolate itself from the rest of the world, it is imperative that Americans and the people of other nations facilitate communication and understanding among themselves by increasing their knowledge and appreciation of each other's country, customs and language.

There are few better ways to accomplish this goal than through international student exchange. Students living and studying in a foreign country benefit from the opportunity to gain first hand knowledge of another culture. Members of hosting communities are also presented with a valuable opportunity to learn about other cultures through interaction with foreign students, while helping the students better understand life in the host culture. The impressions foreign students visiting the United States gain of this country and carry to their home countries depend largely on the personal contacts they have with American people. For this reason, it is important that Americans dealing with foreign students be conscious of their role in shaping the young students' impressions of the United States, while at the same time realizing the resource that is represented by the foreign visitors in their midst. It is essential that an effort be made to provide the opportunity for substantive interaction between foreign students and Americans. This is especially true since many foreign students in the United States will be present in a community for a relatively short period of time.

Before substantive and educational interaction between foreign students and members of a host community can take place, basic administrative matters must be resolved to facilitate the entry of foreign students into U.S. society, and more specifically, the U.S. school system. For example, foreign academic credentials and English language proficiency must be evaluated, U.S. government regulations affecting foreign students must be understood and followed and special orientation and counseling must be provided.

The number of foreign students enrolled in U.S. high schools continues to increase. The President's International Youth Exchange Initiative, announced by President Reagan in May 1982, aims to increase substantially the number of youth exchanges between the United States and, initially, the six economic partners (Canada, the Federal Republic of Germany, France, Italy, Japan and the United Kingdom). For many high school administrators, dealing with the presence of foreign students has become an integral part of a body of knowledge obtained through years of experience. To many others, however, dealing with foreign students is a new experience which requires new skills—skills which will become increasingly important as the number of foreign students in U.S. secondary schools increases. There is little question that this increase will mean that administrators who have not yet had foreign students in their schools probably will be faced with their presence at some time in the near future. For these administrators, some basic information is required to better integrate the foreign visitor into the school and community, with the result that the experience is as meaningful and effective as possible both for the foreign students and Americans involved.

This publication was written as a guide for secondary school personnel to provide the basic information necessary to deal effectively with the administrative aspects of foreign students in the United States. There are currently many categories of foreign students enrolled in both public and private high schools in the United States, including exchange students, children of postsecondary foreign students, diplomats, foreign businessmen and military personnel, refugees and immigrants. Each of these groups has a unique set of situations and concerns. It is beyond the

scope of this publication to deal with all the different classifications of foreign students in the United States; to do so would necessitate dealing inadequately with extremely complex and diverse subjects. The information presented here, therefore, has been limited to issues affecting foreign students whose sojourn in the United States is to be limited to a short period of time, i.e., students on J (Exchange Visitor) or F (Student) visas.

These students have come to the United States in a variety of ways:

- under the auspices of an organized exchange program, whether it be conducted by a private organization operating at a national or regional level or by a secondary school itself;
- under the private sponsorship of friends or relatives living in the United States;
- with the financial support of their families in the home country; or
- as dependents of foreign personnel in the United States for a variety of purposes.

Most foreign students in the United States under the circumstances listed above are under J or F visa classifications and have a common characteristic which differentiates them from other foreign students enrolled in U.S. high schools: their legal status in this country dictates that their sojourn in the United States will be temporary—for many, their stay will last no longer than one year. A number of these students from Canada, the Federal Republic of Germany, France, Italy, Japan and the United Kingdom are in the United States as a result of the President's International Youth Exchange Initiative.

The contents of this publication have been divided into sections, each dealing with a different aspect of foreign student administrative concerns. The materials have been published in loose-leaf format so that each section can be distributed to the individual or department in the school directly responsible for a particular area of concern.

The first section is specifically for high school principals and outlines some issues of particular interest to principals in dealing with foreign students, with references to appropriate sections of the publication for more extensive information.

The second section provides information for personnel responsible for the admission of foreign students, evaluation of academic credentials and placement in the appropriate academic level. Information on English language proficiency and testing and U.S. immigration regulations and procedures affecting the admission of foreign students is also included.

The third section deals with special guidance and counseling services required by foreign students, including U.S. immigration regulations and procedures affecting these students during their stay in the United States.

The material provided in the first three sections discusses general foreign student administrative concerns. The fourth section contains specific information about the six countries currently participating with the United States in the President's International Youth Exchange Initiative, i.e., brief country/culture profiles which include descriptions of the education systems of each country. U.S. government plans include expanding the President's International Youth Exchange Initiative to nations other than the six economic summit partners. Resource materials and organizations that can provide information about additional countries are listed in Appendix E.

The appendices include further information about issues discussed in the text and lists of resources available to assist with various aspects of foreign student administrative concerns.

This publication was produced by the National Association for Foreign Student Affairs (NAFSA) under a grant from the International Youth Exchange Office of the U.S. Information Agency (USIA). The opinions expressed herein do not necessarily reflect the position or policy of USIA and no official endorsement by USIA should

be inferred. NAFSA's Committee on Foreign Students in Elementary and Secondary Schools hopes that its contents will assist high school personnel in dealing with basic foreign student administrative issues so full advantage can be made of the presence of foreign visitors to encourage cross-cultural learning by both the foreign students and Americans. As is indicated on the copyright page, NAFSA grants reproduction permission for in-school use and encourages readers to duplicate any part of the publication which would be useful to others in their school, providing NAFSA is acknowledged as the publisher. Additional copies of the publication are available from NAFSA for $2 postage and handling charges.

On page 115, there is an evaluation sheet. We would very much appreciate having all persons receiving the publication complete and return this sheet to the NAFSA office. The evaluation sheet, other comments or questions about the publication or activities of the K-12 Program and NAFSA and information on exchanges that individuals would like to share with their colleagues should be directed to:

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Washington, DC
May 1984

ACKNOWLEDGMENTS

The Committee on Foreign Students in Elementary and Secondary Schools and NAFSA wish to express thanks to the International Youth Exchange Office of the U.S. Information Agency for providing the grant which has made the compilation of this publication possible.

Special acknowledgment and thanks go to the persons who contributed to the Country/Culture Profiles and to those who reviewed the publication draft:

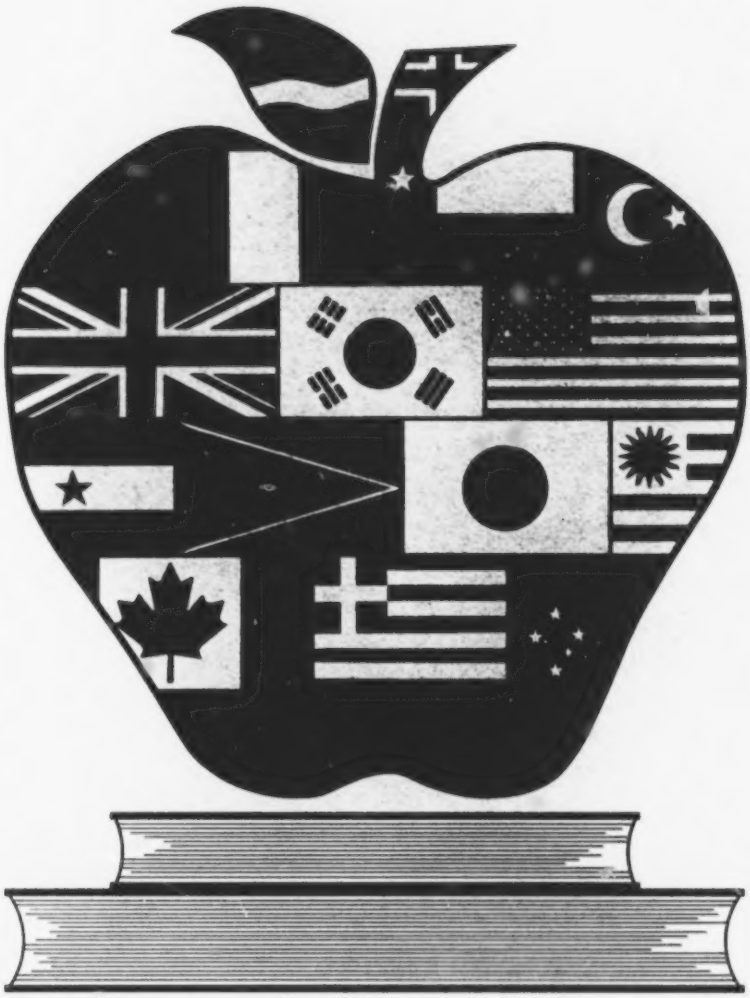
Richard Arndt, U.S. Information Agency
Kathleen Brion, U.S. Information Agency
Michael Calo, Syracuse University
Gary Hopkins, University of Delaware
John Kourmadas, National Association of Secondary School Principals
Motoko Yasuda Lee, Iowa State University
Thomas Marshall, Springbrook High School
William Parrish, National Association of Secondary School Principals
Valerie Sellers, Council on International Educational Exchange
Paula Spier, Antioch University
Georgia Stewart, National Association for Foreign Student Affairs
George Tillman, Canadian Bureau for International Education

Special thanks go to Heather Olson, Director of International Student Services, Georgia State University, for her work on the sections of the publication dealing with U.S. immigration regulations and procedures.

We also wish to thank AMACOM, a division of American Management Associations, for allowing us to reprint a section of *Bring Home the World* which appears on pages 19-20.

NAFSA Committee on Foreign Students in
Elementary and Secondary Schools
Washington, DC
May 1984

I. Considerations and Issues for Principals



International Students in the United States:
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The Present Situation

Principals of U.S. secondary schools that receive foreign students and send American students abroad have found that international exchange programs benefit the school, the students and the community, but that they also give rise to a number of problems which must be addressed. Principals, already heavily burdened with concerns, are now being requested to add international youth exchange to their list of concerns. Why?

The increasing number of foreign students attending American schools and the proliferation of individuals and organizations operating organized international exchange programs have both positive and negative consequences for many school administrators. It is therefore important that school administrators become familiar with international exchange programs in their communities to assess the potential benefits to be gained and problems to be faced, especially since communities that are not now actively involved with international youth exchange activities are apt to become so in the near future.

Special services currently being provided by U.S. secondary schools to meet the needs of foreign students vary according to the number of students involved. Some schools with few foreign students have found it unnecessary to provide any special services. The majority of schools in the United States, however, have appointed an individual, such as a counselor or assistant dean, to deal with the needs of any "non-regular" students, including foreign students. Areas with a large number of foreign students have established county or city wide offices to deal exclusively with issues of concern to those students.

Most principals do not need—nor have time—to become experts on all aspects of international youth exchange. However, there are some basic matters related to exchange activities with which principals should be familiar to ensure the success of international youth exchanges in their schools. These matters are briefly described in this section; further details are provided in subsequent sections.

International student exchange, obviously, includes both foreign students coming to the United States and American students going abroad. Information about exchanges in both directions is important to principals; however, to thoroughly cover all aspects of exchanges in both directions is beyond the scope of this publication. Concentration is, therefore, given to providing information about foreign students coming to the United States—with major emphasis on students coming as part of organized international exchange programs but also with attention to foreign students coming under the sponsorship of relatives or friends.

Recommendations for Successful International Youth Exchanges

Since no two secondary schools are alike—no more than the norms and expectations of any two American communities are identical—it's extremely difficult to offer advice and suggestions that will be appropriate in every instance. However, sound operating principles have been developed over the years concerning foreign students coming to the United States on organized exchange programs or under sponsorship of relatives or friends that, if known, will allow principals and other school personnel to provide far more effective oversight than has often been the case in the past.

Therefore, the following recommendations provide general suggestions that are designed to help school principals and their staffs develop more effective international youth exchange activities based on their local needs, desires and constraints.

1. Know the exchange organizations represented in the school.

The number of individuals and organizations that bring students to this country and that remain virtually unknown to local school personnel is astounding. Every year cases can be documented where "someone" has brought students into this country without meeting any selective criteria whatsoever, except that "they" offered a program and a school admitted their students. The school—because of its involvement—must accept some of the responsibility for these programs. In the public's mind, regardless of whether or not it is the case, if programs affecting their children are advertised in any way during school time or by school personnel, they become "official" school sponsored activities.

This situation can be avoided by insisting that all exchange programs desiring to operate in the school meet certain criteria. High school administrators should be aware that they are under *no obligation* to accept foreign students brought to them by formal exchange programs. Each school should formulate a policy to determine those organizations with which cooperation is desirable, based on a review of their operations.

Issues such as sponsorship, program precepts and relations between the program and the school should be evaluated for each exchange program. The following suggestions for sponsorship review have been established by the National Council of State Supervisors of Foreign Languages; the suggestions to be considered in evaluating program precepts and relations between the program and the school have been adapted from guidelines established by the Council on Student Travel (now the Council on International Educational Exchange).

Quality International Youth Exchange Programs . . .

- assist in the promotion of worldwide peace and understanding.
- develop an understanding of various systems of government.
- provide better understanding of the educational systems of different countries of the world.
- develop an understanding of different economic systems.
- develop a greater understanding of family life in another culture by having students live with a family in a different country.
- provide a solid educational program for the participant in the general curriculum.
- stimulate a greater interest in international issues.
- stimulate an interest in studying the languages of different countries.
- develop cross-cultural friendships.
- develop a deeper understanding and appreciation of and a wholesome attitude toward people in other cultures.
- develop a more realistic self-understanding and maturity as a result of a broader cultural frame of reference.
- make the participants better citizens of their respective countries through cross-cultural experiences.

Sponsorship

What kind of organization operates the program?

- *Academic*: a degree-granting college or university, a public high school, a private secondary school. These are usually responsible to some accrediting agency, and try to maintain quality for the sake of their own students. They may accept outsiders.
- *Religious*: church organizations, fellowships, orders, usually for some type of charitable service abroad rather than study. Admission is often restricted, selective and the objectives are limited.
- *Private educational*: includes everything from reputable agencies like AFS International/Intercultural Programs, Council on International Educational Exchange, Experiment in International Living and Youth for Understanding to agencies operating through a post office box number. The term "nonprofit" signifies little in this context. Many of these agencies call themselves "schools" or "institutes"; many have university people on their boards of directors; others have no boards of directors. The greatest problems lie in this category, because the private agencies are answerable only to themselves. Some are good; some are not.
- *Commercial*: travel agencies, steamship and air lines that are concerned chiefly with transportation and tours, leaving the study program to some agency abroad. Usually, little academic supervision is provided.

The reputation and responsibility of the sponsoring organization should be checked in the following ways:

- Read carefully the advertising material, noting length of experience, amount of direct control abroad, quality of the academic board of advisors, methods of recruiting, vague statements or exaggerated claims.
- Send inquiries to educators or advisers named in the advertising, especially if they are recognized. Beware of vague, generalized "recommendations" of the value of foreign travel.
- Write to parents of students who have participated in such programs. Insist on getting a list of participants and their addresses.
- Check with leaders or chaperones of former years, especially those in the vicinity, about their experiences.
- Check with the foreign student adviser at a local college or university.
- Apply carefully these criteria for evaluating the program.

(From "Guidelines for the Evaluation of Foreign Student Programs for Secondary School Students," *Foreign Languages in Virginia Schools: Curricular Components, Notes to the Administrator and Counselor,* Foreign Language Service, Department of Education, Commonwealth of Virginia, September 1977, pages 11–12).

Program Precepts

In evaluating foreign exchange programs, important issues to be considered include whether the program:

- Has well-defined and executed administrative practices;
- Has stated educational goals compatible with the generally recognized goals of secondary education in the United States;
- Is organized in such a way as to guarantee a proper balance among social, cultural and educational goals;
- Has demonstrated successful placement of exchange students;
- Meets criteria prepared by the U.S. Information Agency (see Appendix A);
- Has been approved by the U.S. Information Agency (USIA) as an organization that follows USIA's Criteria for Teenager Exchange Visitor Programs and has been authorized to issue IAP-66 Certificates of Eligibility to permit foreign students to come to the United States on J-1 visas;

- Is a non-profit organization;
- Is incorporated; and
- Makes a complete financial report available to the public.

Relations between the Program and the School

Final considerations the staff of a school must make about whether to cooperate with an exchange program include:

- The purposes of the local group or individual sponsoring the program are consistent with the school's educational goals;
- Participation in the program will be beneficial to the school, its curriculum and its co-curricular program;
- Legal and financial responsibility will be assumed by the organization should the school actively cooperate with its promotion or implementation;
- The educational outcomes of the program will be effectively evaluated on a yearly basis by the sponsoring organization; and
- The school's obligations to the exchange student to assist in obtaining the maximum benefit of the experience is clearly defined.

(Adapted from guidelines established by the Council on Student Travel [now the Council on International Educational Exchange] in the 1960s.)

Further Sources of Assistance

In addition, or if still in doubt, a principal should check with:

International Youth Exchange Staff
U.S. Information Agency (USIA)
301 4th Street, S.W., Room 255
Washington, DC 20547
202/485-7299

Ask if the program in question has been approved by USIA as an organization that follows USIA's Criteria for Teenager Exchange Visitor Programs. If this approval has been granted, it does *not* imply either endorsement or support of a program, but it does indicate that the program meets at least minimum standards for youth exchange activities.

Consortium for International Citizen Exchange
3501 Newark Street, N.W.
Washington, DC 20016
202/244-2773

Ask if the staff knows the program in question.

Network for International Exchange
1001 Huron Road, Suite 209
Cleveland, OH 44115
216/861-5478

Ask if the staff knows the program in question.

National Association of Secondary School Principals (NASSP)
1904 Association Drive
Reston, VA 22091
703/860-0200

NASSP, although *not* in the business of specifically endorsing exchange programs, does, nonetheless, serve as a clearinghouse for NASSP members through its Committee on International Programs on all international travel/study program activities involving students.

In the final analysis, the responsibility for what all exchange programs do or don't do depends on how thoroughly schools screen programs *before* they accept students sponsored by those programs. The responsibility for that process lies with the principal.

2. Know the local program staff of all organizations represented in the school.

Most of the major youth exchange organizations operating today are represented at the local level by volunteers. In turn, these volunteers are supervised by paid professional staff persons who operate at the national, regional and/or state levels. Regardless of what staffing pattern may exist, once a school is involved with a particular program, the principal of that school should personally meet with the local representative. Too often principals delegate this task to other members of their staff. Doing so can be a mistake. If problems should arise during the program's duration, the time a principal has spent establishing a sound working relationship with the program's local representative will have been worth the effort. At the first meeting with the local program representative, among other things, the principal should establish the fact that the school, as well as the school district, intends to comply fully with all standards on USIA's Criteria for Teenager Exchange Visitor Programs that are duplicated in Appendix A.

If the school district has its own policy statement on standards for youth exchange programs, these should be shared with the program representative at the meeting. The important thing is to make certain that both the principal and the local contact person fully understand the mutual responsibilities from the beginning.

If the school district does not now have an official policy statement on exchange programs, it might be helpful to obtain a copy of *Study and Travel Abroad Programs: A Guide for Local School Districts*, The State Education Department, Center for International Programs, University of the State of New York, Albany, NY 12230; ATT: Dr. Henry Ferguson. This publication, produced in 1980, provides a good place to start the district's own policy setting process.

3. Know the school's total responsibilities with each of the programs dealt with.

No two exchange programs operate in exactly the same way. Thus, direct experience with one often does not apply to others. One example of these differences concerns driving motor vehicles. Some programs, probably the majority, discourage or prohibit exchange students in their programs from driving motor vehicles, even if they hold a valid license. Other equally reputable programs encourage their participants to take drivers' training classes and obtain valid licenses while they're in the United States due to the difficulty of obtaining a motor vehicle license in their home country. Such program differences can obviously lead to difficulties and require that the principal become familiar with them before any unpleasant incidents occur.

A perennial issue with youth exchange has been the question of whether or not exchange students officially graduate or earn their diplomas. This problem, if left until the eve of graduation, can cause a major embarrassment to the individual student, his or her family and to the local school. Similarly, such things as tuition payments (if required), textbook rental or other classroom fees must be determined beforehand. For example, some school districts waive tuition charges for students sponsored by organized exchange programs, but require that those under the sponsorship of relatives or friends pay tuition. Even the matter of paying for rentals has been known to cause a great deal of unnecessary ill will if not clearly established at the onset. Needless to say, most representatives of reputable exchange programs will bring these matters up with the school on their own. But don't count on their doing so. If they feel that these matters will be settled by default in favor of the students in their program, or if they are new on the job or new to the particular school or locale—which they frequently will be—they may let such matters slide along until it's too late in the year for the principal to act without appearing as an ogre to all concerned. After all, no principal wishes to be in the position of denying a diploma or participation in the graduation ceremony to a teenager who's expecting them. Yet these things happen every year.

Similarly, the matter of participation in athletics has raised serious problems in some states in the past. Often the host parents become incensed when they're informed that their foreign "child" is ineligible to participate in team sports due to state or local athletic conference residency requirements. Again, if these matters are made clear at the onset, all but a very few problems are eliminated.

Principals would be wise to encourage local school boards to establish official policies on all these matters. And someone should be responsible for annually reviewing these policies and recommending changes if and when new circumstances arise.

4. Know as much as possible about foreign students before they arrive.

As sensible as this may sound, and as often as it has been repeated, unfortunately only a small number of schools receive enough of the information they would like to have prior to the arrival of foreign students at their school. At times, even the most conscientious exchange program representative cannot prevent this oversight—but such should be the exception, not the rule. The individual school should have available all necessary information concerning foreign students expecting to enroll in the school several weeks prior to their arrival. According to the present USIA Criteria for Teenager Exchange Visitor Programs, families hosting foreign students coming to the United States under organized exchange programs are supposed to receive background data and arrival information about the student at least three weeks prior to the student's arrival in the United States. The local school should expect to be provided with detailed information on each student at the same time. Earlier notification obviously facilitates the school's task of properly placing each student, and can be expected in most instances. But it should be made clear to all local exchange program representatives that "last minute" arrivals may not necessarily be accepted for admission. This decision, obviously, is one which individual principals make based upon local circumstances; however, proper screening and placement of these students often takes considerable time, and allowing exchange programs to continue to operate without adhering to reasonable time notification to the schools is unsound. Relatives or friends who are sponsoring foreign students enrolling in a U.S. secondary school should also be required to contact the school well in advance of the student's arrival.

A second major concern of principals is the matter of receiving students who do not have a sufficient command of English to allow them to participate successfully in the program. First, it should be made clear that this factor is often given unwarranted emphasis by some people. Although some foreign students sponsored by relatives or friends may have insufficient knowledge of the English language, most foreign students sponsored by formal exchange programs do have a sufficient grasp of English to complete their studies successfully, or will very quickly acquire the necessary skill. It's true that in spite of the best efforts of all concerned, some students do arrive lacking the necessary command of English to succeed in secondary school study. If formal graduation and issuing an official diploma aren't serious issues, the language problem largely resolves itself. If insufficient command of the language is an issue, proper screening will detect it.

(Refer to the section, Admission/Academic Placement, for more information about the above two items.)

An additional issue with many youth exchange programs is the matter of home placements. Traditionally, schools have left this matter totally in the hands of the exchange program's staff. Recently, however, more principals and their school district administrative staffs are becoming involved in the selection of host families. This, obviously, is an extremely delicate matter that may have major public relations and—in extreme cases—legal implications. Yet, in some areas of the country, principals have found successful ways to involve themselves in this process while at the same time avoiding problems. No general advice can safely be given on this matter, but because successful home placement is so crucial to any successful youth exchange program, it may be an area that principals should examine carefully to see if a logical role exists for their direct involvement.

5. Know the laws and regulations that govern foreign students.

Few school principals are knowledgeable about current federal regulations and laws that affect foreign students. Most principals assume, often unwisely, that if an exchange program is operating, it must be following whatever rules govern such operations. Perhaps so; perhaps not. Fortunately, the majority of youth exchange programs are run by concerned professionals who do follow the rules. However, this still leaves a minority who don't. And it's an unwise principal who doesn't obtain correct information about U.S. government regulations affecting foreign students, and then see to it that those staff members who deal in any way with the screening, placing or monitoring of foreign students have this information available to them. To protect the principal, his or her staff and the school from any avoidable problems simply by obtaining correct information seems obvious enough. Yet very few school principals or members of their staffs have found it necessary to do so in the past. The number of individuals and organizations operating in the youth exchange field as a result of the President's International Youth Exchange Initiative may result in an increase in the number of concerns schools have to face. Knowing what is legal concerning students on J-1 (Exchange Visitor) visas and on F-1 (Student) visas is a prerequisite to successful management of foreign students in the school.

Of particular importance to principals is that schools wishing to enroll students on F-1 visas must have received prior approval from the U.S. Immigration and Naturalization Service (INS) to do so. The purposes of the application and approval process are to insure that the school is a legitimate educational institution, that it provides instruction which is suitable to the needs of foreign students and that it is able to and will act responsibly and in accordance with the immigration regulations in admitting foreign students and in maintaining the records and submitting the reports required by the INS to monitor the status of foreign students. The initial application for school approval consists of Forms I-17 and I-17A (Petition for Approval of School for Attendance by Nonimmigrant Alien Students and Designated School Officials) and supporting documents, which vary depending upon the type of school. If the petition is for a school system, Form I-17B (School System Attachment) must be submitted. The application is filed with the district office of the INS which has jurisdiction over the area in which the school is located. A school system which has schools or campuses in two or more INS districts must file separate petitions for its schools or campuses in each INS district. Complete filing instructions, samples of Forms I-17, I-17A and I-17B and General School Documentation Guidelines are in Appendix D.

Further information about U.S. government regulations and procedures are included in the sections Admission/Academic Placement and Guidance/Counseling and in Appendix D. Sources for more detailed information—the *Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars* (1982) and the *Emendations* (1983), a partial revision of the *Adviser's Manual*—are available from the National Association for Foreign Student Affairs. (Complete price and ordering information are in Appendix D.) It is highly recommended that at least one copy of these publications be available in each school district so administrators will have a quick, reliable reference for answering foreign student immigration questions. School personnel may also wish to contact the foreign student adviser at a local college or university to discuss questions relating to U.S. immigration regulations and procedures.

In addition to these resources, if problems arise with some aspects of formal exchange programs, for example, failure to deliver services contracted for or other unethical business practices, it is also possible to contact the state consumer protection office for assistance. A list of these state offices is in Appendix B.

6. Know about cross-cultural exchange and related matters.

The field of cross-cultural experience and training has greatly expanded since World War II, yet very few teachers, and even fewer principals, are familiar with the pace and breadth of this development. The success of any youth exchange program depends to a large degree upon the perceptions and sensitivities of the adults responsible for these programs—and the success of youth exchange activities in the school will depend to a large degree upon the know-

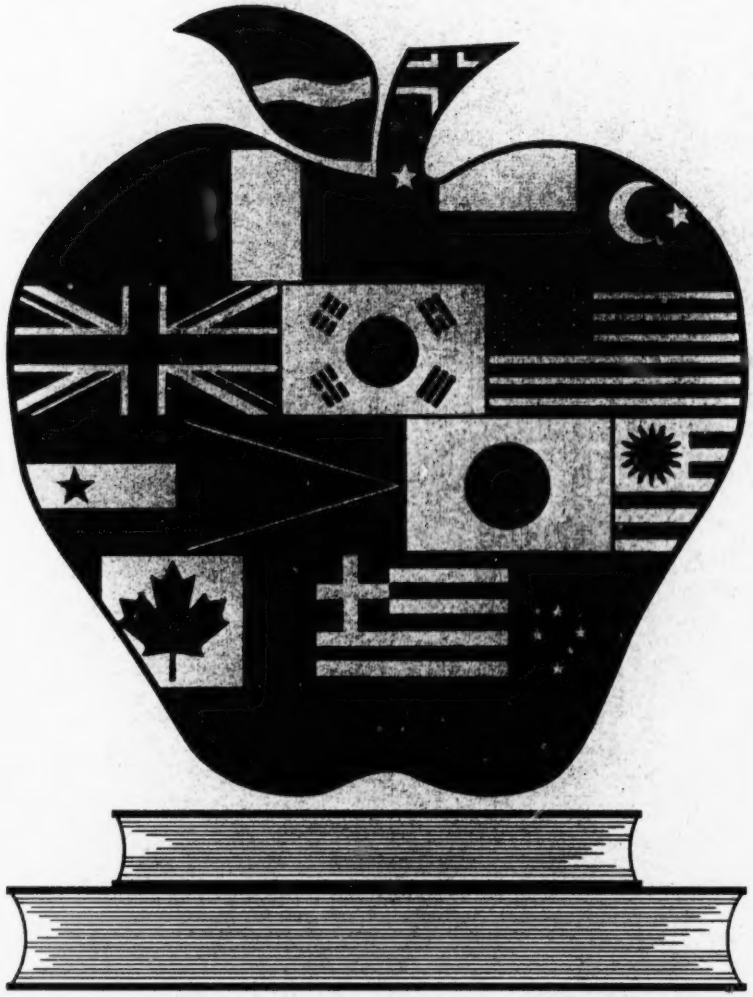
ledge and, more importantly, the attitudes and cross-cultural skills possessed by the school's faculty. Any school can participate in an exchange program, and that program will probably be a positive experience for at least a few of those who are involved in one way or another. But that's the minimum—hardly a sufficient reason for running such programs given their high costs in monetary and human terms. If, however, the maximum impact that quality international youth exchange experiences can have on a total school community is being considered, then it's necessary that a school's staff know something more about the backgrounds, experiences and cultures of visiting foreign students to realize the full potential of their presence. Principals are encouraged, therefore, to review the information provided in the section Guidance/Counseling and the cross-cultural resources that are available which are listed in Appendix E.

Conclusion

In conclusion, the principal, as someone has described it, "stands at the school door" and until and unless he or she takes certain positive steps, international youth exchange programs may, in fact, exist in a school, but they will not flourish. The responsibility, and the rewards that accompany it, for an effective international youth exchange program in any school rests with that individual "standing at that school's door." These programs are too important to the next generation of leaders from our nation and other nations of the world to leave them to chance.

The time is now for secondary school principals to see to it that all these programs, in all their schools, are the best that they can possibly be. This publication will encourage and assist them in doing so.

II. Admission/Academic Placement



International Students in the United States:
A Guide for Secondary School Administrators

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Before foreign students who come to the United States for a temporary period of study are admitted to a U.S. high school and placed in appropriate grade level courses, it is necessary to review carefully their academic records and ascertain their level of English language proficiency. Classifications of foreign students discussed here include those on F-1 (Student) visas and J-1 (Exchange Visitor) visas. F-1 students are defined as persons who have residence in a foreign country to which they plan to return, and who are coming to the United States temporarily and solely for the purpose of attending a school previously selected by them which has been authorized by the U.S. Immigration and Naturalization Service (INS) to enroll students on F-1 visas. J-1 students are exchange visitors who have residence in a foreign country to which they plan to return and who are coming temporarily to the United States as participants in a program that has been approved by the U.S. Information Agency (USIA) as an organization that follows USIA's Criteria for Teenager Exchange Visitor Programs (see Appendix A). The final decision whether or not to admit a foreign student is the responsibility of the individual school based on findings during the admissions review process.

Initial Information to be Obtained

Before the student arrives, the responsible school official should make an appointment with the parent/guardian (for students on F-1 visas) or the foreign exchange program sponsor (for students on J-1 visas) and host family representative to discuss:

- the student's aspirations (graduation needs, occupational expectations);
- the student's academic needs (counseling support available, student's academic performance, student's proficiency in English); and
- general information about the student and U.S. host family (socio-economic background, interests, personal expectations, religion, financial support, student's health and insurance).

In the case of J-1 visa students, the exchange program sponsor should supply the school official with a copy of the program application completed by the student, which should include all the above information. A copy of the student's transcript, translated and certified, documenting all subjects taken from the seventh year of schooling to the present should also be available from the exchange program sponsor, along with an indication of the student's English language proficiency. In addition, the sponsoring exchange organization is responsible for providing the necessary documentation of financial support and for assuring that its program participants are covered by health insurance.

For F-1 visa students or those not sponsored by an exchange program, transcripts should be received *directly* from the student's school abroad documenting school experience (seventh year of schooling to the present) in all subjects, including English. In addition, F-1 visa students should be required to provide affidavits to the school from the person(s) assuming responsibility as guardian verifying financial support. With regard to health insurance, all students under the age of 18 are the responsibility of their guardian; many times, it is recommended that students be covered under the school's insurance program.

The school district's policy on tuition charges for foreign students needs to be specified for sponsors. For example, some schools waive tuition charges for foreign students sponsored by organized exchange programs, but require students under the sponsorship of friends or relatives to pay tuition.

Evaluation of Academic Credentials

A careful review of all academic documents received should be made to determine (1) whether the student should be admitted to the school and (2) proper placement of and appropriate course selection for the student. To facilitate the most accurate evaluation of academic credentials, always require original transcripts. Even for students sponsored by an organized exchange program, certified copies of the home school transcript should be supplied. Official translations should be provided at the cost of the family or exchange program; translations should not be done by a family member.

Although no two transcripts from a particular country are ever identical, there are some general characteristics which can be considered. (For further assistance with the evaluation of credentials, see sample forms used by the Fairfax County Virginia Public Schools in Appendix C, a list of general reference materials on foreign student admissions in Appendix E and specific information on the education systems of Canada, the Federal Republic of Germany, France, Italy, Japan and the United Kingdom in the section, Country/Culture Profiles. The foreign student admissions officer at a local college or university might also be able to provide assistance.) The following are general items to be considered in evaluating foreign student academic credentials.

1. Compare the student's age with the number of years of recorded school experience. Be aware of the fact that many countries record pre-school on transcripts as actual school experience. Some discussion is necessary with the student/family/exchange organization as to what was studied during the time periods referenced. If the

age of the student and the number of years of academic experience appear reasonable (for example, 16 years old, 10 years of school experience), then apply this to the U.S. system's program of study.

2. Examine the courses listed on the transcript for the weekly hours of attendance and the total hours of coursework per year. Since one Carnegie unit is equal to approximately 150 hours of classtime, use this as a guide. The number of courses taken by the student may be unusually long and confusing. To determine equivalency of credit to U.S. courses, note whether the student attended a particular class daily. If not, perhaps half credits or quarter credits can be given for these courses. Also, foreign transcripts sometimes include courses to which there is no equivalent in the U.S. system. In such cases, each school must determine how much, if any, credit will be given for these courses. (Since all courses taken by the student in the home country may, therefore, not appear on the transcript prepared by the U.S. school, for foreign students applying to a U.S. college after attending a U.S. high school, it would be wise to send copies of the original foreign credential transcripts directly to the college in question to assure an appropriate evaluation.)

3. Review the grades received for each course taken to determine their U.S. equivalent. If there are questions, the interpretation of marks/grades should not be supplied by the student and/or family. Use a responsible resource such as the publications listed in Appendix E or contact a local college admissions officer for assistance.

4. Content area evaluations in the mathematics and science areas can be most difficult. These subject areas are usually taught in block courses such as Algebra I-Geometry-Algebra II/Trigonometry or Physics-Chemistry-Biology. These block courses are sometimes, but not always, taught by the same teacher. They may include laboratory study, but that needs to be determined. The student usually spends five to six hours per week per discipline (math or science) in a block course; therefore, it is difficult to give the student three credits for each area of discipline considering the amount of time in each section. The most accurate response to this dilemma is to evaluate the student after arrival. In most cases, the student is able to receive one or two credits per area per year of study of a discipline after testing. As a rule of thumb, credit should be granted on a year by year basis determined by course content, hours of instruction and student performance.

5. Several school systems abroad have only 10 or 11 years of schooling. These programs should be treated accordingly. However, students with a 10/11 year school diploma could have taken advanced coursework at an earlier time than their American counterparts. For example, Algebra 1 could be taught in a 10 year system in the first year of secondary school or the seventh grade. It may very well be equal to or surpass the syllabus of the ninth grade class in a U.S. school, depending upon whether or not the student was majoring in mathematics or science areas. The easiest procedure to follow is to place foreign students in grade levels with their peer group, but allow them to enroll in advanced courses as long as their knowledge is verified through testing and transcript analysis.

Schools accepting foreign students for admission should determine a minimum standard of achievement for acceptance, for example, a strong academic achievement record or evidence of strength in one particular field of study.

If the student *must* have a diploma, another extremely important consideration in the admissions process is whether the student can meet the U.S. school's requirements for graduation. Graduation requirements should be plotted on a graph or planning card to illustrate from the onset what credits the student is being granted and what credits remain to be obtained. It is never a good policy to award a diploma to a foreign student as a remembrance of attendance even though the student must return to the home country to complete his/her studies. U.S. diplomas are valued and considered seriously both here and abroad when applying for college entrance.

Grade Placement

Grade placement should be determined based on the criteria that have been established by the school for equating credits earned in the school system of another country with those earned in the United States; for example: 1-4 credits = 9th grade; 5-7 credits = 10th grade; etc. In addition, it may be possible to gain some idea of the student's academic preparation by administering achievement tests or interviewing the student about prior academic work.

Unfortunately, there are few achievement tests which have been developed in other languages, and many of those which do exist are not appropriate for foreign students since they are based on U.S. course offerings. However, from these tests it is possible to discover some areas which may cause academic problems or require additional instruction. A few bibliographies of tests for students of other languages do exist. Contact the Center for Applied Linguistics, the National Clearinghouse for Bilingual Education or the Bilingual Service Centers listed in Appendix E for further information.

English Language Proficiency

Another extremely important determination of proper grade placement is an index of the student's English language proficiency since that will affect his/her ability to function successfully in any class. A student with limited English proficiency will need some special assistance; for example, a regular English as a second language (ESL) class or tutorial, some specialized program of assistance involving peer tutoring, bilingual or language support materials or additional time with linguistically difficult subjects.

Students will differ dramatically in their ability to take classes and interact in English. Those who come from English-speaking countries will be likely to have few problems adjusting to the English spoken in the United States. They may need to master a few new idioms and some specifically American rules of expression, but these should present little difficulty. Those from countries in which English is used extensively as a second language (such as Hong Kong, Malaysia and several Anglophone African countries) are also likely to have some English proficiency, although their speaking skills and their reading and writing skills may not be equivalent. If they attended schools in which English was the medium of instruction, for example, they should have good reading and writing skills in English. If they did not, they may still be able to speak English because of their interaction with English speakers, but they may not be able to read or write it very well. Those from other countries will differ in their ability to do schoolwork in English depending on such factors as the number of years in which they have studied English formally in school, the amount of contact they have had with English-speaking people and English language/Western style tests and their personal aptitude and interest in learning another language.

Placement Measures for English Language Proficiency

Administrators need to have an approximate measure of the exchange student's English language ability. Information can be obtained from a number of sources:

- *The student's academic record*—Here information will be found on the number of years the student has studied English, the places in which the student has studied and sometimes the experience the student has had in traveling or living in English-speaking countries.
- *A writing sample*—Some applications require a short hand-written essay in which the student is asked to explain reasons for studying abroad. These can provide some idea of the student's ability to write in English. Care should be taken, however, in over-generalizing from this sample, since it may have been more carefully prepared and edited than would be likely with other academic assignments. It would be helpful to ask the student to write something additional upon arrival in the United States.
- *A thumbnail interview*—The first major interview with the student, if done by an English as a second language (ESL) teacher or someone familiar with evaluating language proficiency, can also provide a great deal of information about a student's ability to interact and succeed in doing schoolwork in English. If a student is asked to complete a form where some questions are open-ended, requiring sentence or paragraph responses, a good idea of the student's ability to read and write in English can be obtained as well. (For example, a student might be asked to write about plans for accomplishment during the school year, items most concerned about or hoped for, etc. Questions about the student's family life and experiences can also provide longer answers.) Samples of many thumbnail interviews are available from national ESL organizations listed in Appendix E.
- *A formal English as a second language (ESL) test*—It may also be helpful to give the student a number of formal ESL tests, including those dealing with reading and writing skills, listening comprehension and speaking. This kind of series of tests is especially useful if there are ESL classes or teachers available to work with a student who is likely to have problems. If no such service is available, the information which these tests provide can be more detailed than is necessary or useful. Bibliographies of English proficiency tests can be obtained from the Teachers of English to Speakers of Other Languages, the Center for Applied Linguistics or the National Clearinghouse for Bilingual Education. (See Appendix E for addresses and phone numbers of these organizations.)

There are also a number of local resources available to assist in assessing the English language proficiency of foreign students:

- *English as a second language (ESL) teachers*—If a trained teacher of English as a second language (ESL) is available in the community, that teacher can be a very important resource to the school. An ESL teacher can provide guidance on placement, offer assistance to the student during the school year through ESL classes or tutorials and generally serve as a guidepost to the student's progress in school.
- *Speakers of the student's language*—If there are teachers or other students in the school or members of the community who speak the same language as the student (they may or may not be

from the same country), these people can be contacted to provide needed translation or interpretation, to assist in initial placement interviews and to serve as contacts in emergency situations. It is a good idea to have a list of such persons in the student's folder, so that the school can obtain help quickly in an emergency.

- *Local university faculty and staff*—If a local university has a program preparing ESL teachers or bilingual educational personnel, the faculty or staff of that university program can often provide assistance to individual schools, school districts or teachers.

It is important to evaluate both the student's oral and written language proficiency. It is a mistake to assume that ability to converse well implies that the student can also read and write well in English. The student may be very social—interested in seeking out English-speaking friends or activities—but not necessarily a student who has had academic practice in English. Administrators should also be cautious of the reverse: there are students who will have a very good command of written English, but may have problems in understanding spoken English or in being understood, especially if the student's language differs a great deal from English in its sound system. A look at a student's written work (even completion of an application form and a short essay) as well as an oral interview can help provide a better assessment of the student's likely success in functioning in English.

Generally, a student's prior academic record and the results of a few days in class will provide a good index of how effective the placement has been. This conclusion, however, is accurate only when an evaluation of the student's English language ability has already been undertaken and appropriate assistance is provided, if it is needed. Otherwise, it will be impossible to tell whether the student is having difficulty with the subject matter or with the English language in which the subject matter is being taught.

Admission of a foreign student to a U.S. school should be made only when the responsible administrator is confident that the decision is appropriate for all involved. Once the foreign student has been accepted, the official cannot change the decision. Only when an appropriate decision is made will the student, the family and the school benefit.

U.S. Immigration Regulations and Procedures

Once a foreign student has been accepted for admission to a U.S. school, the student must obtain a visa to enter the United States, if that has not been previously arranged. For students being sponsored by an exchange organization, that program is responsible for issuing the Form IAP-66 necessary for the student to obtain a J-1 visa. For foreign students not being sponsored by an exchange program, the school must issue the Form I-20AB to the student so that an F-1 visa can be obtained. A school must have received authorization from the U.S. Immigration and Naturalization Service (INS) to be permitted to issue Forms I-20AB and enroll students on F-1 visas. See section, Considerations and Issues for Principals and Appendix D for more information on obtaining this authorization. Below, basic immigration documents and terminology are defined and a brief description of the school's role in the process required for a foreign student to be issued an F-1 visa, either from outside the United States or as a transfer student from another school in the United States, is given. More detailed information and samples of U.S. government forms are in Appendix D; references on U.S. immigration regulations and procedures are in Appendix E. The foreign student adviser at a local college or university might also be able to provide assistance with immigration questions.

Basic Immigration Documents and Terminology

- *Form I-17AB, Petition for Approval of School for Attendance by Nonimmigrant Students*: the form to be submitted by the school to receive authorization to admit students on F-1 visas (see application instructions and sample forms on pages 77–83).
- *Form I-20AB, Certificate of Eligibility for Nonimmigrant (F-1) Students (includes form for permission to transfer)*: the form to be sent by the school to the student being admitted to obtain an F-1 visa (see sample on pages 86–93). Before issuing a Form I-20AB to a prospective student, the school is required to determine that the student is qualified academically, linguistically and financially to attend the school and to profit from the instruction available there. Failure by the school to make these determinations constitutes grounds for cancelling INS approval of the school to accept nonimmigrant foreign students.
- *Form IAP-66 (formerly called Form DSP-66), Certificate of Eligibility for Exchange Visitor (J-1) Status*: the form to be sent by the sponsoring organization to the student coming to the United States on an organized exchange program to obtain a J-1 visa (see sample on pages 94–95).
- *Passport*: the document issued by an individual's home country to identify the person as a citizen of that country, and to permit his/her return to the home country. It is a requirement of U.S. immigration law that all nonimmigrants (persons who are not permanent residents of the United States), except Canadians, have a valid passport to enter

and remain in the United States. Passports nearing expiration must be extended, renewed or reissued by the individual's home government, usually through a consulate or embassy in the United States.

- *U.S. Visa*: the stamp placed by a U.S. consular officer on a page of the passport (see sample on page 96). It indicates that the consular officer has determined that the holder is qualified to apply for admission to the United States in a particular immigration classification. A valid visa does not insure an individual's entry into the United States; the decision on his/her actual admission is made at the port of entry by an immigration officer or customs official. The visa need be valid only at the time of entry into the United States; it need not remain valid while the individual remains here. Some visas are valid for several days, some for indefinite periods, but the expiration of the visa has no bearing on the length of time the individual may remain in the United States. That period is indicated on the Form I-94, Arrival/Departure Record.
- *Form I-94, Arrival/Departure Record*: a small 3½" × 4½" white card which specifies the immigration status of nonimmigrants (see sample on page 97). The Form I-94 is completed partly by the individual immediately prior to arrival at the port of entry and partly by the immigration inspector at the port of entry. When completed, and when the individual is properly admitted to the United States as a nonimmigrant, the Form I-94 will indicate the individual's name and certain other personal data, the date and place of admission to the United States, immigration classification and the date to which the individual is permitted to remain in the United States. The Form I-94 must be kept valid at all times. If the individual wishes to prolong the stay in the United States beyond the date indicated on the form, he/she must apply to INS for an extension of stay. The Form I-94, *not* the visa, defines the current legal status of the nonimmigrant.
- *Form I-20-ID, Nonimmigrant (F-1) Student Identification Card*: a yellow card which is issued to students in F-1 status by INS at the time of their initial entry into the United States (see sample on page 98). This card must be retained by the student throughout the period of stay in the United States, even if he/she leaves the country for travel. The student will be required to present the I-20-ID, as well as the Form I-20AB, passport and visa, when he/she applies for re-entry into the United States. The *admission number* which appears on the Form I-20-ID is taken from the Form I-94 issued at the time of initial entry into the United States and will not change irrespective of the number of times the student re-enters the United States during the period of study. On subsequent admissions, the student will be issued a Form I-94, but the admission number on that form will be struck through by the INS officer and the one on the Form I-20-ID will be noted instead.
- *Immigration Status or Classification*: the definition of an individual's legal status in the United States and description of the presumed principal purpose for being in the United States. Thus, foreign students who hold F-1 status are in the United States for the principal purpose of being students, and the sections of the law and regulations dealing with F-1 students define what they can and cannot do while in the United States. Although these students probably entered the United States in possession of an F-1 visa, they might have entered using some other kind of visa. For example, some students may enter the United States on a tourist visa (B-2) with the expectation of entering an educational institution and changing to F-1 visa status. If so, their B-2 visa will be annotated "Prospective Student," but they cannot change their visa status until they have been formally accepted by a recognized educational institution. (See Appendix D, page 76, for a list of U.S. visa classifications.) Therefore, their *status* may be different from the type *visa* they hold or held at the time of entry, which is perfectly legal providing that status has been granted by the Immigration and Naturalization Service.

School's Role in Process Required for Foreign Student to Receive F-1 Visa

First, complete and submit to the local Immigration and Naturalization Service (INS) Form I-17AB to gain authorization to accept F-1 students and issue Forms I-20AB. Then, for:

New Students

1. School sends completed and signed I-20AB to student.
2. Student goes to U.S. Embassy or Consulate in his/her home country for visa, taking Form I-20AB received from U.S. school, passport and evidence of the source and amount of financial support.
3. U.S. Embassy or Consulate issues F-1 visa, if all conditions are satisfied.
4. Student receives I-20-ID card upon arrival in the United States.

(For information about the procedures a student follows in items 3 and 4, see Appendix D, page 75.)

5. School *must keep a record* of the I-20-ID number on file.
6. Student retains I-20-ID card upon leaving the United States.

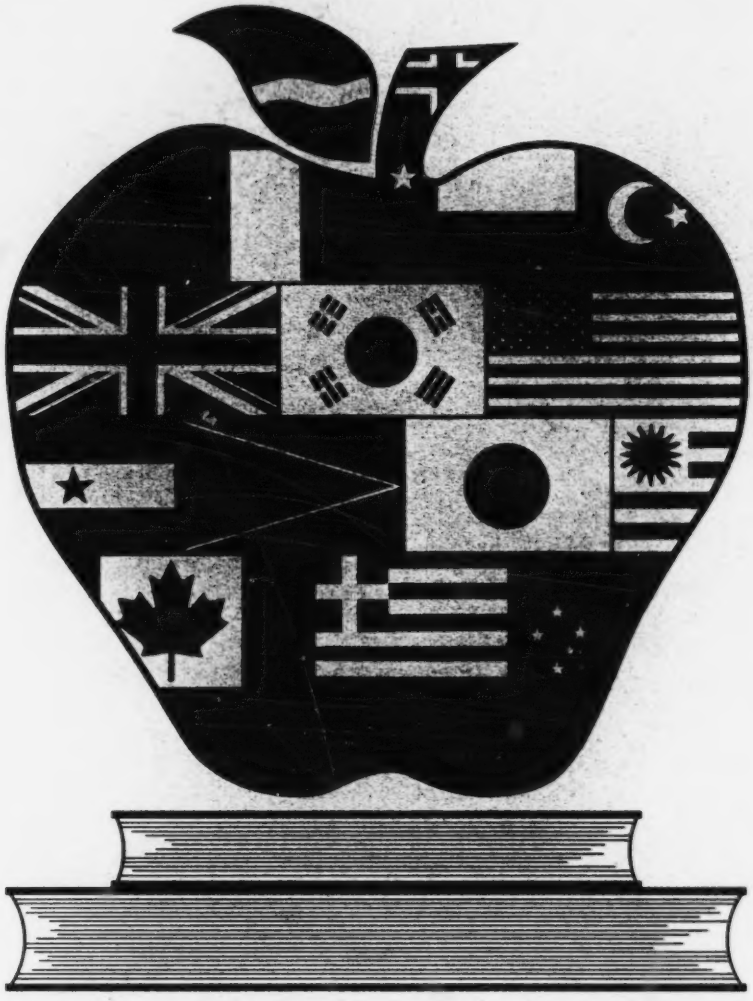
Transfer Students

1. New school issues new I-20AB.
2. New school sends I-20AB to old school.
3. Old school completes transfer section, pages 5 and 7 of I-20AB.
4. Old school returns page 5 of I-20AB to new school, page 7 (part two) of I-20AB to student. The rest of the application is sent to INS.
5. New school endorses student's I-20-ID showing transfer to school and *must keep a record* of the admission number on file.
6. New school receives copy of page 5 of I-20AB from old school.
7. Student receives validated pages 3 and 4 of I-20AB from INS.

"Prospective Students"

1. School sends completed and signed I-20AB to student.
2. Student goes to local INS District Office, taking Form I-20AB received from U.S. school, passport, Form I-94, evidence of the source and amount of financial support, completed and signed Form I-506, Application for Change of Nonimmigrant Status (see sample on pages 100g-h) and $15 application fee. Or student can send, by return receipt requested mail, to local INS District Office the same information.
3. Local INS District Office changes student's visa classification and sends student I-20-ID card.
4. School *must keep a record* of the I-20-ID number on file.
5. Student retains I-20-ID card upon leaving the United States but must apply for an F-1 visa at a U.S. Embassy or Consulate in the country being visited to be readmitted to the United States.

III. Guidance/Counseling



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Foreign students attending U.S. secondary schools require special guidance and counseling services since they are newcomers not only to the school but also to the United States and American culture.

Cultural identity has been referred to by Peter S. Adler as "the symbol of one's essential experiences of oneself as it incorporates the world value system, attitudes and beliefs of a group with whom such elements are shared." Edward T. Hall defines culture in this manner: "For anthropologists, culture has long stood for the way of life of people for the sum of their learned behavior patterns, attitudes and material things."

However culture and cultural identity are defined, it seems obvious that when people from different countries, and therefore different cultures, come together, "cross-cultural or intercultural communication" will necessarily occur. Americans—be they secondary school administrators, teachers, students or other citizens in the community—need to be aware of the necessity for cross-cultural communication when they come in contact with foreign students; they will need to make some adjustments in their behavior, as will the foreign students. There are some specific cycles experienced in intercultural adjustment that are described well by Stephen H. Rhinesmith in his book *Bring Home the World*:

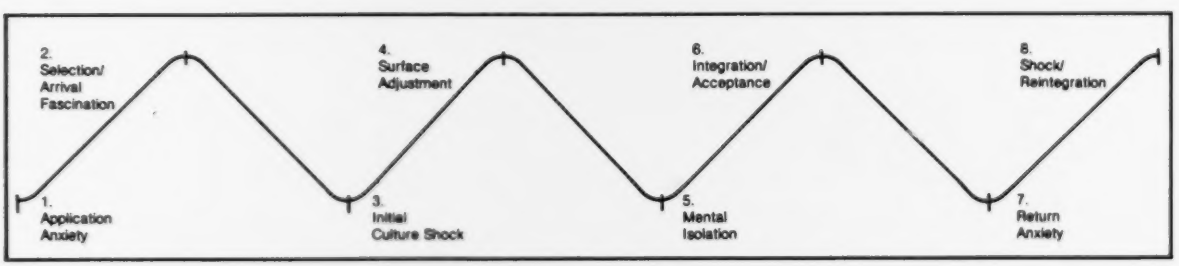
As people move from one society to another and begin to deal with the cultural differences we have outlined, experience has shown that there are some specific stages which they encounter in their adjustment process. Indeed, it would be amazing if people could leave their communities, their families, and their homes and go abroad for a period of time without feeling some anxiety. Naturally, the severity and length of adjustment and the number of adjustment phases that a person will go through depend upon the length of time that he will be away from home and the support he is given. Nevertheless, regardless of how short a time a foreign visitor is here, you can be relatively certain that he will feel many of the emotions outlined in the intercultural adjustment cycle [shown on this page].

Obviously, this cycle describes a long-term adjustment process—usually over a one-year period. If you are involved in a program which hosts people on a short-term basis, it is still important to recognize the dynamics of this process, because research has shown that the same basic pattern will occur, though perhaps less severely in a short-term visit. Interestingly, the human psyche adjusts itself to the time it has available. In most cases the visitor will experience a dip in Stage 3, about one-third of the way through his experience, and another dip in Stage 5, about two-thirds of the way through. The extent, depth, and length of these dips will depend on the amount of support the visitor receives from people around him and the degree to which he can be helped to understand the reasons for his feelings of frustration and concern.

Even if you are entertaining someone for only a few days, you may find that he or she has been away from home for two or three months, traveling around the United States, and perhaps is in one of his or her low stages. If this happens, you should be aware that it is a normal phenomenon and that you can sometimes assist by merely explaining the idea of the intercultural adjustment cycle. It might even be helpful to display the diagram [shown on this page], in order that the visitor may have a fuller understanding of the kind of feelings he can expect on an extended trip away from his country.

1. Application Anxiety. *When waiting for an opportunity to go abroad, people experience anxiety over their chances of selection and their ability to handle their new opportunity. During this time many anticipate cultural differences but have only a superficial awareness of potential adjustment problems.*
2. Selection/Arrival Fascination. *When a person hears that he will be going abroad, he experiences a tremendous amount of elation. This excitement continues (with some small exception just before departure, when anxiety may crop up again) until some time after the individual arrives in his foreign country. During this stage, expectations for the visit are high and the predeparture proceedings, as well as the arrival introductions, are overwhelming and blissful in their newness. Especially on arrival, the visitor*

INTERCULTURAL ADJUSTMENT CYCLE



tends to be the focus of attention and activity. He (or she) is shown respect and concern which he may seldom receive in his own home community.

3. Initial Culture Shock. *The initial fascination, along with the rounds of introductions and parties, will soon fade for a visitor who is remaining in a community over a period of time, especially a period as long as six months or a year. Even with visitors coming to the United States on tour, or for Americans going abroad for a similar experience, the novelty of a foreign culture wears off after a few weeks and most people enter a decline known as initial culture shock. Characteristics of this period are possible changes in sleeping habits, disorientation about how to work with and relate to others, and probably language difficulties and mental fatigue from speaking and listening to a foreign language all day.*

4. Surface Adjustment. *After this initial "down" which usually does not last more than a few days to a few weeks, an adjustment takes place and the visitor settles into the situation around him. His language improves, so that he can communicate basic ideas and feelings without fatigue, and he learns how to navigate within a small group of friends and associates.*

5. Mental Isolation. *At some point, however, the novelty wears off completely and the difficulties remain. Frustration increases, and a new and more pervasive sense of isolation can set in. Many times this period is accompanied by boredom and a lack of motivation as the individual feels little stimulus to overcome the deeper and more troublesome difficulties he may be facing. There may be unresolved conflicts with friends, hosts, or peers, or basic language problems which continue to cause difficulty long after initial language adjustment.*

6. Integration/Acceptance. *When the visitor is finally at ease with his professional or school interests, as well as with language, friends, and associates, he is able to examine more carefully the new society in which he is living. Deeper differences between him and others become understandable, and he finds ways of dealing with them. He may complain of the lack of true friendships, but he has come to recognize that this may not be deliberate on the part of the people he is associated with. Eventually he becomes more integrated into his surroundings and comes to accept both his situation and himself in it. Acceptance of these two realities will allow him to relax and feel at home in his new surroundings.*

7. Return Anxiety. *Once a person is well settled in, the thought of leaving familiar friends, faces, and his new community raises anxieties similar to those the visitor felt during Stage 1, before his departure. He begins to sense how much he has changed because of his experience, and apprehension grows in him at the thought of leaving and returning home to people who will not understand him and his feelings and awarenesses. He may even feel guilty for wanting to stay and not return home, because he knows that there will be many people waiting for him.*

   This is a time of great confusion and considerable pain due to the breaking of bonds that have grown close with no promise of renewal in the future. Especially for young people, oceans divide individuals not just by miles but by time, because the expense of transportation means waiting a number of years before they can return.

8. Shock/Reintegration. *Once the former visitor is back home, the contrast of old and new may come as a shock. He or she probably will have changed a great deal while away, and it will be difficult for family and friends to accept many of the changes. Likewise, having been the center of attention in another country for a period of time, the returnee will be forced after a few days to realize that he has lost his glamour. He then faces the problem of adjusting to being one of the crowd again, while longing for the friends he has left.*

   He often finds that no one is as interested in the details of his stay abroad as he feels they should be. He experiences conflicts in readjusting to family members and old friends and is frustrated by his inability to describe adequately the depth and nature of his life abroad. All of this makes his surroundings even more depressing.

   Final resolution of this stage involves a shift in perspective and an understanding of one's own society and one's future development. The returnee must begin to become involved in new activities at home and to plan a life which is built upon the future rather than the past. Once this is achieved, he or she will be able to integrate usefully the experiences and learning of the recent past and be productive in his "new" old life.

(Excerpted, by permission of the publisher, from *Bring Home the World* by Stephen Rhinesmith, pp. 54–57 © 1975 by AMACOM, a division of American Management Associations, New York. All rights reserved.)

The training that counselors in U.S. secondary schools receive in preparation for working with American students is equally applicable to working with foreign students. In addition, however, counselors must keep in mind that they are communicating with individuals from different cultures who probably see things from a different perspective and whose patterns of behavior may vary from those of American students. This section discusses some of the special needs of foreign students and provides suggestions for ways to deal with them. There are also many resources available to assist counselors in working with foreign students: reference mate-

rials and sources of information on general cultural issues are listed in Appendix E; specific information about the cultures of Canada, the Federal Republic of Germany, France, Italy, Japan and the United Kingdom are in the section, Country/Culture Profiles.

Registration

When the student arrives in the United States, an appointment should be made with him/her and the host family to register/enroll the student in the school. Required documents should be checked at this time, i.e., health certificates, passport (for date of birth, accuracy of visa) and transcript (for final evaluation). Once documents are approved, the appropriate enrollment forms should be completed. As with American students, counseling should be provided to assist the foreign student in selecting courses for the academic term. The student's aspirations should be discussed to select the most appropriate courses in which to enroll. It is also important to define what is expected of the foreign student and what the school offers/expects; the student's rights and responsibilities should be reviewed and the school's policies and procedures explained to the student and host family.

School/Community Orientation

Once the formalities of enrolling the foreign student in the school have been completed, the task of introducing the student to the school and community should be undertaken with the assistance of high school personnel. Students coming to the United States under the sponsorship of an exchange organization will have been given general orientation materials to the United States by the program sponsor. Families hosting these students will also have been provided with information about the student's home country, health and emergency care and other matters by the exchange organization. However, U.S. school administrators also should recognize the importance of and become involved to a degree with providing cultural information in both directions—for the foreign student about the U.S. hosting school and community and for the U.S. school and community about the foreign student's country. (See section, Country/Culture Profiles, for samples of such information about Canada, the Federal Republic of Germany, France, Italy, Japan and the United Kingdom.)

In addition to general cultural information about the United States, specific orientation to the individual school should be provided to incoming foreign students. School personnel should assist foreign students to become integrated into the school by recognizing and providing exchange students with information about the unique characteristics of the individual school. For example, a school orientation handbook can be compiled and orientation programs conducted for foreign students on topics such as how the U.S. educational system operates, testing, relations between students and teachers, teaching styles, classroom behavior, meals (menu and prices), religious and other school holidays, school map, school store and prices and school bus schedules.

School personnel can assist foreign visitors in becoming integrated into the school by appointing individuals to be responsible for assisting the foreign students in adjusting to the new surroundings, i.e., instituting a "buddy system." Such persons should include an adult (perhaps a foreign language teacher) and a peer. In addition, it is suggested that one student per class be assigned for the first week of school as a student aide to assist the foreign student in that class.

Hopefully, the adjustment of the foreign student to U.S. high school life will be made easier by providing these special services. However, the student's integration into the school can be made even more effective by preparing all members of the school—including teachers, staff and students—for the arrival of the foreign visitor, i.e., creating an awareness of and receptivity to the presence of the foreign student in the school.

Foreign Students as Educational Resources

U.S. students and teachers should be alerted to the fact that while the foreign student in the school is learning about the United States and its people, he/she also represents a valuable resource for learning about another culture and country. To receive the most from any exchange situation, it must be understood that the student has a great deal to give. All too often, foreign students become absorbed into the system so that their special qualities are not recognized.

To take full advantage of the opportunity presented by the presence of the foreign student in the school to increase the cross-cultural awareness of Americans, opportunities can be provided for the foreign student to share information about his/her country, culture and native language. Foreign students can serve as classroom resources for teachers in all subjects and at all levels to incorporate an international dimension into the regular curriculum. Such activities can be initiated by introducing the student to all faculty members and encouraging the student to, when appropriate, offer assistance as an educational resource. Faculty members and administrators can also assist by providing some suggestions to foreign students about topics that would be of interest to Americans.

Principals might send a letter to a foreign student who has been admitted to the school, welcoming

him or her, providing information about some of the special course offerings and activities of the school, explaining any special events that will be held on the student's arrival and extending an offer to the student to serve as a resource for teachers and students to discuss the differences and similarities between the student's country and the United States. An outline of possible topics for such discussions that might be of interest could be included (such as those provided in "How to Prepare a Culturgram," available from Brigham Young University—see Appendix E for price and ordering information) along with the suggestion that the student might want to bring some small, inexpensive artifacts from his/her country.

Many ideas about ways foreign students enrolled in U.S. high schools can serve as educational resources to increase the intercultural understanding of Americans are presented in the audiovisual presentation and publication both entitled *Cross-cultural Learning in K-12 Schools: Foreign Students as Resources* which are available from the National Association for Foreign Student Affairs (NAFSA) at modest cost (see Appendix E for price and ordering information).

Counseling

For foreign students being sponsored by an exchange organization, counseling for adjustment and academic problems is the responsibility of the exchange organization. However, schools should be prepared to provide assistance and support to all foreign students—whether sponsored by an exchange organization or not—on a day-to-day basis. In counseling foreign students, it should be remembered that these students will be faced with problems compounded by the difficulties of cultural differences, in addition to those common to all high school aged students. The counselor dealing with foreign students must therefore be aware of and sensitive to the intricacies of cross-cultural influences in attempting to resolve the foreign student's counseling needs.

Following are examples of problems which high school counselors dealing with foreign students commonly encounter, along with suggestions for possible solutions:

Q. The student has indicated that he/she was proficient in English in all skill areas. It becomes evident that the student has great difficulty in understanding English. What can be done to integrate the student into the general curriculum as soon as possible?

A. Place the student in an English as a second language training program, if available; see whether the family/exchange program is able to provide tutorial support; advertise for a student peer tutor, preferably one who is familiar with the student's native language; and designate one staff member as a contact person for the student, as this student will require a great deal of support from all areas. The host family may also require some support and should be included on occasion for group activities.

Q. The foreign student and the American host family disagree on several points, such as culture, sex, religion and/or social practices. The lines of communication between the student and family have broken down. They ask, "How can we resolve this? It seems impossible!"

A. The exchange program sponsor is responsible for resolving this problem through guidance and counseling with both the student and family or by locating a new host family if the problems are unable to be resolved. The local Parent-Teacher Association may assist the sponsoring organization in locating a new family to limit the interruption of the student's academic performance. In dealing with a sponsoring organization, high school personnel should not hesitate to contact responsible program staff at the organization's headquarters, if working with local volunteers fails to produce results.

Q. The foreign student becomes a "loner." No other student seems to take an interest in introducing the foreign student to American school life and outside social activities. The foreign student withdraws and complains frequently. What can be done?

A. One possible solution is to ask that an American student invite and escort the foreign student to each school sponsored activity or function.

Q. The foreign student seems to associate only with students who speak his/her native language. A language minority clique appears to be developing. The foreign student should associate with students from different cultural backgrounds to benefit from a well-rounded experience. What can be done?

A. First, no more than two students from an individual language grouping (other than English) should be placed in any one high school by any one exchange organization. This can be controlled directly by the principal's office. Second, all humans seek to associate with others who share similar communicative skills, especially those sharing a common language. English as a second language students who share similar communicative competence prefer each other's company for this reason. Little can be done to dissuade the student from associating with his/her language peers, but something can be done to encourage this student to venture into other language groups on the basis of common interests. Have the student become an "honorary"

member of a club involving a diverse ethnic grouping. Encourage "gregarious" students to invite this particular student to various school functions. If the responsibility for entertainment is left to the foreign student, the student will invariably seek his/her language peers.

Q. The foreign student was placed in the 12th grade because of his/her age and/or insistence. At the end of the second semester, the student has decided that it would be wonderful to graduate with the class. The student does not have the necessary credits required to satisfy the U.S. school board/state policy. The host family cannot understand why the school will not award a diploma to the student. Everyone is very uncomfortable with the situation. What can be done?

A. Diploma and/or graduation requirements should be clearly stated before the student ever arrives. Most exchange programs request that this information be sent before the student is accepted. If this is not mentioned by the exchange program, state the school's requirements in advance to avoid this confusion. Remind all involved that the major purpose of the international exchange is to promote intercultural relationships and to expand the student's understanding of the United States and its culture. In most cases, rules governing graduation/diplomas cannot be changed to suit an individual's needs; in other cases, they should not be changed. Diplomas should only be granted to those students who have completed the requirements. Possible compromises include: permit the foreign student to stand up at graduation for mere ceremony; give the foreign student some type of special recognition at the graduation ceremony; or, if the student simply wants a remembrance of the time spent in the U.S. school, issue an attendance certificate, which, when coupled with the transcript of the year's academic accomplishments, should be sufficient.

There are, obviously, other problems that will arise in counseling foreign students. Some reference works and sources of information that can assist counselors in finding solutions to these problems are listed in Appendix E. For additional assistance, counselors can also contact the National Association for Foreign Student Affairs (NAFSA), 1860 19th Street, N.W., Washington, DC 20009, phone: 202/462-4811.

U.S. Immigration Regulations and Procedures

Counselors working with foreign students also need some basic information about certain U.S. immigration regulations and procedures that affect foreign students during their stay in the United States. Definitions of basic immigration documents and terminology are given in the section, Admission/Academic Placement, on pages 14–15; more detailed information and samples of U.S. government forms are in Appendix D; references on U.S. immigration regulations and procedures are in Appendix E.

The first item necessary to discover when talking to foreign students about immigration matters is their immigration status or classification, i.e., their legal status in the United States which depends on the presumed principal purpose for being in the United States. This is important because students under various classifications are subject to different U.S. government regulations. The two classifications discussed here are F-1 (Student) and J-1 (Exchange Visitor). F-1 students are defined as persons who have residence in a foreign country to which they plan to return and who are coming to the United States temporarily and solely for the purpose of attending a school previously selected by them which has received authorization from the U.S. Immigration and Naturalization Service (INS) to enroll foreign students on F-1 visas. These students received a Form I-20AB from the school they are currently attending to gain admission to the United States on an F-1 visa. J-1 students are exchange visitors who have residence in a foreign country to which they plan to return and who are coming temporarily to the United States as a participant in a program designated by the U.S. Information Agency. They received a Form IAP-66 from their sponsoring organization to gain admission to the United States on a J-1 visa.

Some situations which may require assistance to foreign students follow.

F-1 Students

Maintaining Status—In order to maintain status as an F-1 student, the student must attend the school whose Form I-20AB he/she used to gain admission to the United States. The student may not attend a different school unless prior permission is obtained from INS. Except in special circumstances, INS will not grant that permission until the student has attended the first authorized school for at least one academic term. The individual must be a full-time student during each of the regular semesters (September through May), or if the school has continuous academic terms throughout the year, he/she must be a full-time student for the equivalent of one academic year before being eligible for a vacation period. The F-1 student in a secondary school must register for and complete the same number of hours as is considered a full course load for domestic students.

Transfer of Schools—An F-1 student is eligible to transfer to another school if he/she (1) is a *bona fide* nonimmigrant student, (2) has been enrolled full-time at the school last authorized to attend, (3) plans to be a full-time student at the new school and (4) is

financially able to attend the new school. There is no specified minimum period of time the student must be enrolled at the school last authorized to attend, although it is clear that the student must have been enrolled at the last school for at least some period of time. If the student did *not* enroll in the school authorized to attend prior to enrolling in the new school, he/she is in violation of F-1 status. Unless the transfer was previously arranged, the student therefore must apply for reinstatement to F-1 status for the purpose of attending the new school.

Certain procedures are required when an F-1 student wishes to transfer from one U.S. school to another. Those procedures differ depending on whether the student is transferring to begin a new educational program or to continue at the same academic level. If a student is transferring from one U.S. high school to another, the transfer procedures can be completed on the Form I-20AB. (See Admission/Academic Placement section, page 16.) If a student is transferring to a new program such as English as a second language or college, Form I-583 needs to be completed (see sample form on pages 99-100f).

Employment—An F-1 student is required to demonstrate full financial support in order to obtain an F-1 visa and be admitted to the United States as a student. Therefore, the assumption of the law is that the student will not be employed while in the United States. Exceptions to this policy as it applies to students in secondary schools are as follows:

- A student may be employed in an on-campus position if such employment will not interfere with the ability to carry a full program of study and will not displace a U.S. worker. On-campus employment must be performed on the premises of the institution.
- A student may qualify for off-campus employment only if it can be demonstrated that an unforeseen change in financial circumstances has been suffered which arose after admission to the United States and which necessitates working for purposes of self-support. Such a student must complete a Form I-538, Application for Nonimmigrant (F-1) Student for Extension of Stay, School Transfer or Permission to Accept or Continue Employment (see sample on pages 99-100f) and apply through a designated school official to the INS; the student must convince both the school official and INS that he/she meets these requirements. If successful, INS will note on the Form I-20-ID permission to work, and the student is authorized to accept off-campus employment only once the endorsed I-20-ID is in his/her possession. With this permission, work is authorized for a maximum of 20 hours per week while school is in session and full-time during vacation periods. Permission to accept part-time employment is withdrawn when the student transfers schools.

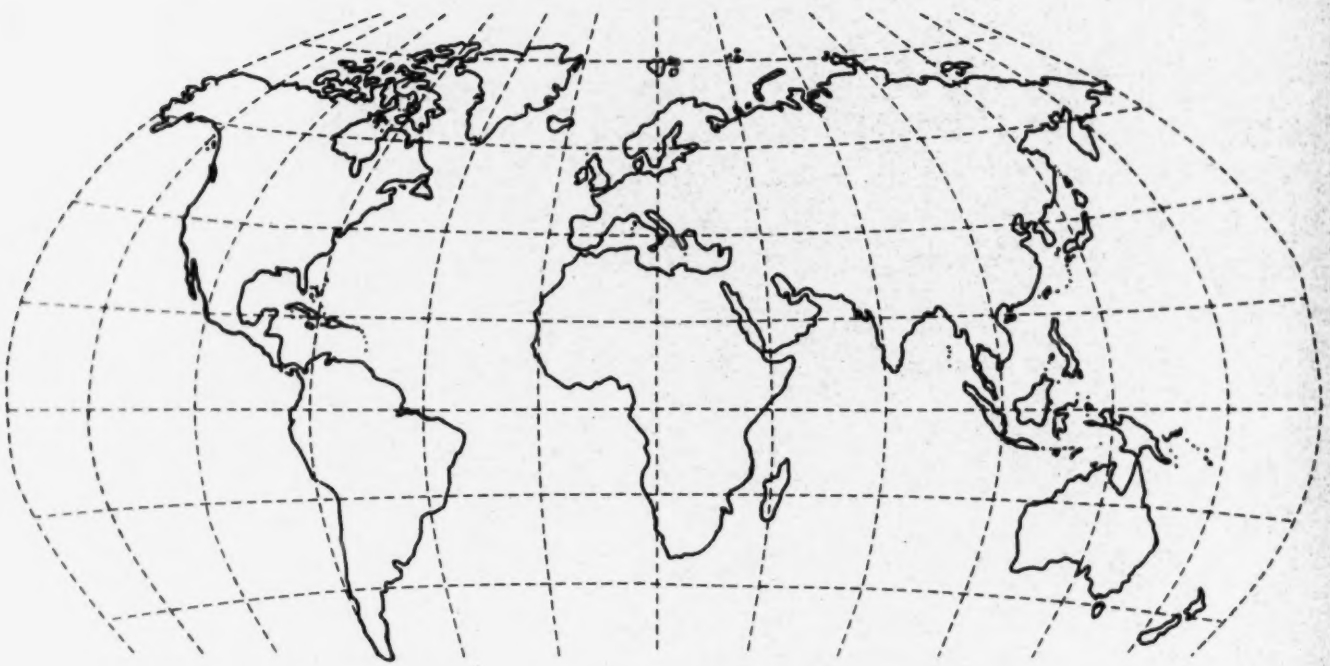
Dependents—Dependents of F-1 students (spouse and unmarried minor children *only*) can be admitted to the United States in F-2 status. They are admitted for the purpose of accompanying the F-1 student to the United States. F-2 dependents may not be authorized to accept employment under any circumstances. They may attend school, full- or part-time, while retaining their F-2 status. *Parents of an F-1 student can never enter the United States in F-2 status.*

J-1 Exchange Visitor Students

Students who are in J-1 status are subject to many of the same regulations, procedures and restrictions as are those in F-1 status, but there are some very important differences.

- The J-1 student is considered "sponsored" and must have a sponsoring agency which may or may not provide financial support.
- Sponsoring agencies have considerable authority to impose additional requirements on the student over and above those for F-1 students in matters such as the definition of a full program of study or whether the student can change fields of study, extend his/her stay or transfer to another school or sponsorship.
- The sponsoring agency has the authority to grant off-campus work permission to the J-1 student without referring the matter to INS if the sponsor determines that employment is necessary because of an "urgent financial need which has arisen since acquiring Exchange Visitor status" and will not cause the student to fail to carry a full program of study.
- J-1 students are eligible for up to 18 months of practical training, as determined by the program sponsor, after completing their educational programs. It is rare for a student in a secondary school program to receive practical training, although there may be exceptions.
- J-1 students are not allowed to change their educational objectives in the United States. They may transfer schools, change field of study or degree objective, with the sponsor's approval, but they may not switch from one category of Exchange Visitor to another, i.e., from student to trainee.
- Exchange Visitors are limited in their ability to change to another nonimmigrant classification. For example, a J-1 student is prohibited from changing to F-1 status unless he/she goes outside the United States, applies for an F-1 visa and re-enters the country in F-1 status.

IV. Country/Culture Profiles



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In this section, brief country profiles of Canada, the Federal Republic of Germany, France, Italy, Japan and the United Kingdom are presented to assist school officials and/or families in welcoming students from these countries to the United States and U.S. students going to these countries to study. These profiles are not intended to be all-inclusive, but rather to represent cultural sketches from which, by referring to other sources, individuals may fill in the various hues and forms so that ultimately a much clearer picture of the country's culture is obtained. General information on cross-cultural counseling is provided in the section, Guidance/Counseling; a list of general cross-cultural resources is in Appendix E.

In addition, the sequences of the elementary and secondary education systems of the above-mentioned countries are outlined. It must be borne in mind that most countries have various tracks through the secondary schools for students with different career objectives. The academic track which normally leads to higher education is concentrated on here. Users should understand that they may encounter educational transcripts that reflect different educational or vocational patterns. For general information on foreign student admissions, refer to the section, Admission/Academic Placement; a list of general resources on the admission of foreign students is in Appendix E.

Canada
International boundary
National capital
Railroad
Road
Province boundary
International airport
0 500 Kilometers
0 500 Miles
YUKON
NORTHWEST TERRITORIES
BRITISH COLUMBIA
ALBERTA
MANITOBA
ONTARIO
QUEBEC
Victoria Island
Great Bear Lake
Great Slave Lake
Baffin Island
Whitehorse
Yellowknife
Edmonton
Calgary
Saskatoon
Regina
Winnipeg
Lake Winnipeg
Ottawa

CANADA

Although many Americans think of Canadians as being similar to themselves, the people of Canada have their own unique character and outlook which have been forged from a distinctive historical and social background. Many Canadians fiercely defend their distinctiveness from what they consider to be the overwhelming presence of their neighbor to the south. It must be remembered by Americans dealing with students from Canada that, although there are similarities between the two cultures, Canadians are *not* Americans; they have their own national identity of which they are extremely proud.

Canada's early history was dominated by rivalry between France and Britain. Canada's more than six million French speaking citizens are primarily descendants of colonists who settled the country three centuries ago. The English speaking community has been built up mostly by immigration from the United Kingdom. The largest influx from the United States occurred during the American Revolution when thousands of "Empire Loyalists" fled to Canada. Strong regional and ethnic loyalties therefore exist, and the influence of "Old World" cultures on immigrants is strong.

Canada is officially a bilingual country. English is most widely spoken overall, but French is the official language of the province of Quebec; New Brunswick is officially bilingual with 40 percent of its population speaking French; and French is also widely spoken by the inhabitants of several other provinces.

Much as the United States, however, Canada is a nation of immigrants from all over the world. Canadians of neither British nor French origin are generally of German, Ukranian, Scandinavian, Italian, Dutch, Polish, indigenous Indian or Eskimo (Inuit) origin. Official government policy emphasizes multiculturalism. This has led to demands from various cultural groups for the same linguistic privileges accorded French speakers in Canada, such as the teaching of the native language in public schools. The demands of these other cultural groups tend to be more educational, however, whereas the French issue is more political and cultural, i.e., the French/English question is currently a topic of serious, controversial debate which is an emotional subject for many Canadians. Canada is considered a "mosaic" of different cultures, each striving and actually encouraged by national policy to retain its individual identity.

Although Canada is physically vast, the population is concentrated in a few major areas, with three out of four inhabitants living in towns and cities within 100 miles of the U.S. border. In fact, almost one-third of the population of Canada is concentrated in Montreal, Toronto and Vancouver. As a result of urbanization, changes have occurred in the family structure in Canada. The physical restrictions of urban living, as well as increasing economic pressures, have made large or extended families more difficult to maintain. As in the United States, a growing number of women work to meet economic needs, and the number of single parent homes is also increasing.

One characteristic of Canadian society which contrasts with society in the United States is the attitude of the people toward government and authority. Canadians generally are willing to accept more governmental intervention, even at some cost to individual liberties, than Americans are. The explanation is perhaps to be found in the history of the two countries: the American Revolution established a tradition of strong resistance to the imposition of authority, while Canadian independence from England came gradually through peaceful means rather than revolution. Today in Canada, the federal and local governments administer a large variety of public programs, such as income support, insurance and social assistance programs. An extension of this acceptance of a greater role for government and the security it provides is the Canadian respect for law and order. Canadians pride themselves on being a peace-loving people. Few handguns are owned by Canadian citizens, and the crime rate is far below that of the United States.

Education System

Most, if not all, provinces follow a provincially mandated curriculum in high school. Some provinces, such as Nova Scotia and Newfoundland, give standardized tests to all students. Alberta, Newfoundland, Ontario, Quebec and Saskatchewan have separate school systems for Catholic and Protestant minorities. Usually these are operated by separate school boards under the authority of the Ministry of Education, conforming to its regulations with respect to curriculum, textbooks and teacher certification. Religious instruction is usually also included in the curriculum. Canadian schools are similar to American ones in many ways; virtually all of them have guidance departments and descriptions of courses offered. Schools legally have the option of using numerical or percentage systems, or letter grades; individual schools decide which system to use.

In the past, grading was generally done on a more attenuated scale than in the U.S. system, so a 75 was considered a very solid mark, perhaps a top mark in some schools; however, there has been considerable mark inflation recently so that is not always the case today. It is also important to note that although French and English are official languages in Canada, almost no Canadian universities make English or

French a requirement as a second language for admission, i.e., an English speaking student does not necessarily also speak French and vice versa.

Alberta

Elementary education begins at age six and consists of six years. Secondary education consists of six years leading to the high school diploma. University-bound students will follow a program including English, mathematics, chemistry, foreign language, humanities or fine arts and another science.

Language of Instruction: English

Grading System	*U.S.*
80-100	A
65-79	B
50-64	C
40-49	D
Below 40	F

British Columbia

Elementary education begins at age six and consists of six years. It is followed by six years of secondary education leading to the high school diploma.

Language of Instruction: English

Manitoba

Elementary education begins at six years of age and consists of six years. It is followed by six years of secondary education leading to the high school diploma.

Language of Instruction: English

New Brunswick

Elementary education begins at age six and consists of six years. It is followed by three years of junior high school and three years of senior high school. There are two college preparatory programs: College Preparatory and Enriched College Preparatory. The High School Graduation Certificate is awarded for the completion of at least 15 courses, including nine compulsory courses (three English, one French, two history, two mathematics, one science) and six electives, plus non-credit physical education.

Language of Instruction: English or French

Grading System		*U.S.*
Excellent	80–100	A
Very Good	70–79	B
Good	60–69	C
Pass	50–59	D
Fail	Below 50	F

Newfoundland

Elementary education begins at age six and consists of eight years. Secondary education prior to 1980 consisted of three years but is now four years terminating in Grade XII. Course work and grade level are indicated on the high school transcript.

Language of Instruction: English

Grading System		*U.S.*
Excellent	80–100	A
Very Good	70–79	B
Good	60–69	C
Pass	50–59	D
Fail	Below 50	F

Northwest Territories

See Alberta.

Nova Scotia

Elementary education begins at age six and consists of six years. Secondary education consists of three years of junior high school followed by three years of senior high school. The High School Completion Certificate requires a minimum of 15 courses including English or French, a maximum of six first year (Grade X or 10) courses and a minimum of five third year (Grade XII or 12) courses. Courses are listed by subject followed by three numbers: the first number (0-3) indicates by code the academic system to which the course belongs (e.g., scientific), and the next two, year level.

Languages of Instruction: English and French

Grading System		*U.S.*
Excellent	80–100	A
Very Good	70–79	B
Good	60–69	C
Pass	50–59	D
Fail	0–49	F

Ontario

Elementary education begins at age six and consists of eight years. Secondary education follows for four years and leads to the Secondary School Graduation Diploma (formerly called Junior Matriculation). Another year of secondary school leads to the Secondary School Honour Graduation Diploma (Grade 13) (formerly called Senior Matriculation). However, there are current plans to revise the structure of the curriculum to allow high achievers to complete grade 13 in fewer years; one diploma will be awarded to all students, but there will be two types of diploma to distinguish the course of study.

Language of Instruction: English

Grading System			*U.S.*
I	First Class	75–100	A
II	Second Class	66–74	B
III	Third Class	60–65	C
C	Credit	50–59	D
F	Failure	Below 50	F

Prince Edward Island

Elementary education begins at age six and consists of six years. Secondary education consists of three years of junior high school followed by three years of senior high school, leading to the High School Graduation Certificate. The High School Graduation Certificate is awarded on completion of 15 full credit courses, including three English and two mathematics, with no more than six Grade X and at least four Grade XII courses.

Language of Instruction: English

Grading System	*U.S.*
80–100	A
70–79	B
60–69	C
50–59	D
Below 50	F

Quebec

Elementary education begins at age six and consists of six years. Secondary education consists of five years (i.e., through Grade 11) leading to the High School Leaving Certificate (Secondary V) and after another year, in a few schools, the School Leaving Certificate (Grade 12). The 11 year program leads to the *Collèges D'Enseignement Général et Professional* (C.E.G.E.P., i.e., colleges of general education) for a two year preparatory program for university entrance. It can be difficult to establish equivalency between the U.S. 12 grades and Quebec's 11 year program. The provincial computer generated transcripts are very informative, however, giving language of instruction and percentile information.

Languages of Instruction: English and French

Grading System		*U.S.*
80–100	First Class	A
70–79	Second Class	B
60–69	Third Class	C
50–59	Credit	D
Below 50	Failure	F

Saskatchewan

Elementary education begins at age six and consists of six years. It is followed by six years of secondary education leading to the high school diploma.

Language of Instruction: English

Yukon Territory

See British Columbia.

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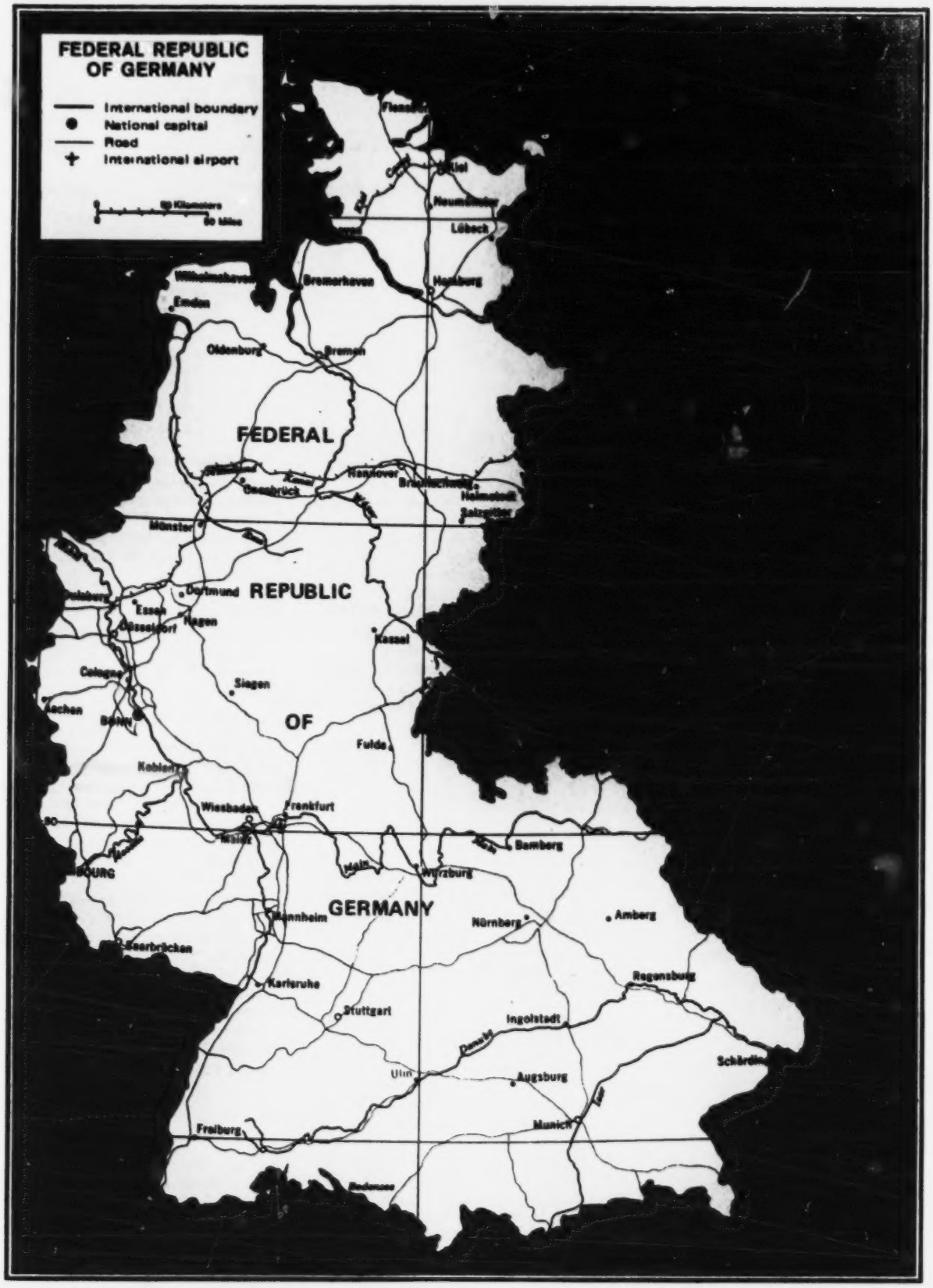

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FEDERAL REPUBLIC OF GERMANY

The Federal Republic of Germany, more commonly referred to in the United States as West Germany, is part of a nation divided as a result of World War II. It borders on the German Democratic Republic (East Germany). The border between the two forms the division between two opposing social, political and military systems. Germany's situation as the border state of the western democracies and its status as a divided nation and people have contributed over the years since World War II to shape the political consciousness and national identity of the German people. This is reflected in the preamble of the Basic Law (the West German constitution), where it is stated that "The German People . . . have also acted on behalf of those Germans to whom participation was denied." The Basic Law concludes with the statement, "The entire German people are called upon to achieve in free self-determination the unity and freedom of Germany." It is good to keep the unique position of the Germans in mind when discussing politics with them, and when attempting to understand recent youth movements emphasizing peace which have an apparent overlay of anti-American sentiment.

There is a difference in generations which is stressed in Germany much more than in the United States because of the effects of World War II. Every third inhabitant of Germany is below the age of 20; it is therefore evident that young people are a strong force in German society. However, the youth of Germany know only a strong economy, while Germans who were alive during World War II saw the economic effects first of the war and then of the Marshall Plan on their country. The latter's view of the United States thus tends to be positive, while German youth tend toward a more negative opinion.

With per capita income exceeding $10,000, postwar Germany has become a broadly middle class society. Housing policy has supported the dream of most Germans to own homes. Modern Germans are also more mobile; millions travel abroad each year. Most German people (67 percent) perceive themselves as either upper lower class (30 percent) or lower middle class (37 percent), with roughly 18 percent above and 15 percent below those classes. They enjoy the benefits of health insurance, unemployment payments, child allowances and pensions, as well as in many instances an opportunity to participate in company decisions through what is called "worker co-determination."

Specific legislation has been enacted to improve the position of women in recent years. Substantial increases in educational levels reached by women have occurred, but much remains to be achieved with respect to competitive salaries and managerial positions. Current statistics indicate that every second woman in Germany now works, and women make up one-third of the work force.

German families are traditionally headed by the father, and in recent years have included an average of two children or less. While family life in the United States tends to center around children, children are not the focus of attention in the family in Germany. The German philosophy of dealing with children tends toward that of "children should be seen and not heard."

One aspect of daily life which seems to be of special importance to Germans is privacy. Many houses in Germany have high hedges to separate them from neighboring houses, and doors within the home are normally kept closed. Germans in the United States tend to think of open doors in American homes as being an indication of sloppy housekeeping; they, on the other hand, prefer to keep the doors to their rooms closed, which might be perceived erroneously by Americans as a "cold" or unfriendly gesture.

From the American point of view, Germans tend to be extremely blunt or frank, perhaps even tactless. However, it should be remembered that Germans consider frankness to be honesty, and therefore a positive and desirable manner of dealing with other people.

German culture has produced a number of great artists and intellectuals. Composers, artists, writers, scholars and scientists have always enjoyed prestige in Germany. In modern German society, individuals combine traditional and new interests in leisure time pursuits. Probably the most sought after use of leisure time is vacation travel abroad. However, within Germany many types of musical entertainment are available—from opera, symphony orchestras and folk festivals to modern rock and disco clubs. Visits to museums and art galleries compete with outdoor hiking and picnics as popular activities. The favorite pastime for many has become watching football (soccer) and gymnastics. Clubs and associations exist for almost every hobby or interest group—dog breeders, stamp collectors, riflemen and gardeners organize, as do homemakers, tenants and motorists. The latest trend is running, swimming, cycling and exercising under the rubric *Trimm Dich* (keep fit). Although German young people are normally busy with their school homework in the afternoons, as more emphasis is placed on academic than on social education, they will probably participate in group sports or club or association activities on weekends or at special times. Germans are accustomed to a widespread availability of cultural activities, such as theater, on the local regional level, and it should be understood by Americans hosting German students

in the United States that these young people may experience a sense of isolation in small towns where such activities may not be within easy access.

Education System

Renowned for their economic productivity, Germans are increasingly well educated. The number of youths entering universities has nearly tripled to 20 percent since World War II. Trade and technical schools are among the world's best.

The German system of education is a tracked system, steering students at an early age toward one of three types of secondary schools: the *Hauptschule,* which leads to vocational training later at a *Berufschule;* the *Realschule,* which extends through the 10th grade and prepares students primarily for non-professional careers; and finally, the *Gymnasium,* which extends through the 13th grade and offers a final examination. Passing marks on the examination guarantee admission to a university, though in some faculties (major subject) a student might have to wait several years for a place. In theory, there is some permeability among these three different tracks of secondary education, with special programs existing to help particularly gifted "late-bloomers" transfer from a *Hauptschule* or *Realschule* into a *Gymnasium.* In practice, however, the percentage of such transfers has been low.

The school leaving certificate for German students of a *Gymnasium* is the final exam, known as the *Abitur.* It is an extremely rigorous exam, taking place over several days. Performance on the exam will determine whether or not the student will be granted a place at a university, a critical point since the *Gymnasium* trains students specifically for further academic work and the *Hauptschule* and *Realschule* train those students who will not go on to higher education. Thus, the pressure on the *Gymnasium* student to perform well is enormous. Few students are willing to interrupt their preparation for the *Abitur* in order to spend a year in the United States, though more may be willing to undertake such a year between the *Abitur* and university. Those *Gymnasium* students who do interrupt their pre-*Abitur* studies to become an exchange student will likely feel constant pressure to try to keep up with the curriculum that is progressing at home.

German students participating in exchanges with the United States have traditionally been in elementary school *(Grundschule)* starting at age six for four years, followed by nine years of secondary school in the traditional *Gymnasium.* At the conclusion of the *Gymnasium* (13 years total schooling), the *Abitur* examination leads to one of four terminal degrees: the *Reifezeugnis, Zeugnis der Reife, Allgemeine Hochschulreife* or the *Fachgebundene Hochschulreife;* these generally denote admission to higher education. Any of these four titles may appear on a secondary school transcript as the final diploma awarded. Terminology used varies from school to school, but all have essentially the same meaning, i.e., the termination of secondary school and implicit admission to postsecondary education.

Language of Instruction: German

Grading System		*U.S.*
Sehr Gut (Excellent)	1	A
Gut (Good)	2	A-/B+
Genügend/ Befriedigend (Satisfactory)	3	B-
Ausreichend (Sufficient)	4	C
*Mangelhaft** (Deficient)	5	F
*Ungenügend** (Unsatisfactory/Fail)	6	F

**Mangelhaft* is a failing grade but redeemable by virtue of passing grades in other subjects; *Ungenügend* is an absolute failing grade.

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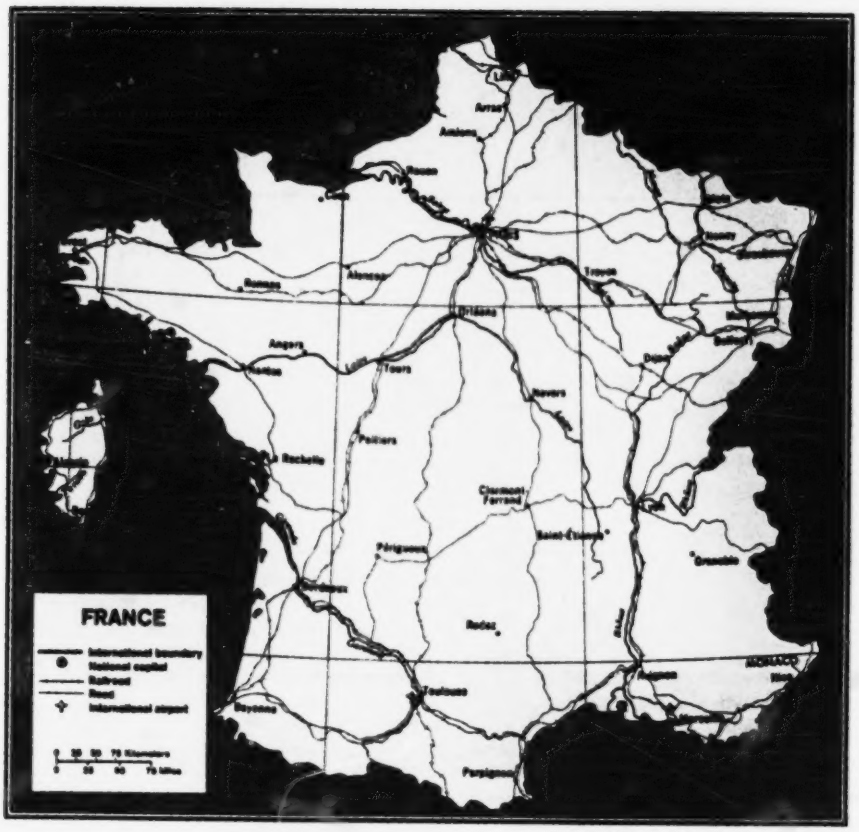

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FRANCE

Since prehistoric times, France has been a crossroads of trade, travel and invasion. Throughout the varied 2,000 year history of France, cultural achievements have been renowned, to the point that, since the tenth century, French culture has often been synonymous with Culture and Intellect in the civilized world. France has spawned individuals who have made exceptional contributions to the worlds of literature, painting, music, film and science.

French citizens are extremely proud of their country's achievements, and French students visiting the United States may, in their intense national pride, seem to Americans to be insular, even provincial, and somewhat less adaptable than students from other European nations.

For example, food likes and dislikes are often a problem for the French in the United States. Food is extremely important to the French—many spend much time in preparing and sampling food and wine—and they tend to think of American food as less interesting than their own. Eating customs in France, too, are different from those in the United States, reflecting the role of eating in a family-based society. The French are accustomed to eating meals with the entire family together, talking over incidents and thoughts of the day. Meals in France, served in three or more sequential courses, are thus a time for family socializing as well as eating, with family members often lingering at the table, even after the meal is finished, over coffee and a liqueur. Drinking wine, for young people, is rather the norm than the exception.

The French tend to be style-conscious in dressing and a bit more formal than Americans. If a French student wears blue jeans, they will probably be dress jeans, with even "informal" sports clothes being dressier than American clothes. Thus, unlike American students, it is not usual to see French youth dressed in ragged or soiled blue jeans and T-shirts. The average French student may have fewer clothes than his/her American counterpart, but those clothes will probably be of a better quality overall.

The standard form of greeting in France is a handshake—one short handshake and break, unlike the lingering handshake more common between Americans. The French shake hands each time they see one another after an absence—even if the absence has only been for an hour!

The French also have a particular politeness ritual for dealing with people they don't know. Perhaps because France is a small country which is densely populated, politeness is very important in relating to other people; politeness precedes business. When a person in France enters a store, for example, he/she will greet everyone, including the sales person, before stating what he/she would like to buy. The French tend to see Americans as blunt in dealing with other people, while the French may seem excessively, and even absurdly, polite to Americans.

Money is not considered an appropriate topic of conversation by the French, and Americans will find French students reluctant to talk about money or their parents' social status or jobs. Politics, however, is a common topic and the French tend to find Americans naive about world affairs.

French men generally do not help with chores around the house. If the family can afford to have servants, they will have them; if not, it is the wife who performs household chores, with occasional help from the children. French men prefer to pay someone to wash the car or mow the lawn rather than to do these chores themselves. This may be in part due to the normally high unemployment rate in France, as there are people who need to be paid to do these jobs, and in part due to traditional attitudes about manual work. "A gentleman in his work, should not have to remove hands from pockets," says the old definition.

The French are generally less involved in team sports than are Americans, preferring biking, hiking, jogging, fencing and sometimes tennis. Team or organized sports in which average citizens may participate are hard to find, although the French may play an occasional informal game of soccer. Sports simply do not have the same importance in France as in the United States. The French generally spend more time reading newspapers, magazines and books than do Americans, although this may not be true for French students in the United States since readily available materials will be in English and therefore a bit harder work.

If French students come from a *lycée,* it is predictable that they will have, in the narrow academic sense, better educational backgrounds than some comparably aged students in the United States. This stems from the fact that the French *lycée* system, as originally designed, produced a small national elite to run the country—although this is changing rapidly. *Lycée* students will probably have had further math training, more classical language training, more theoretical (but not practical, i.e., laboratory) science, more literary analysis and will have taken some courses that are not normally offered in U.S. high schools, such as philosophy, sociology, psychology or economics.

In classroom situations, French students have been trained to stand when answering questions

and to answer as rapidly, clearly and precisely as possible, whether they truly know the answer or not. If they answer incorrectly, they are prepared to suffer the criticism of the teacher, which might be sarcastic or derogatory. French students know that they have to answer any questions under pressure and be able to deal with criticism which may result from their answer. Traditonally, memorization has been stressed.

French high school students tend to be well behaved in the classroom; for example, they are expected to rise when the teacher enters. Where entrance to the *lycée* is a privilege, they know they will suffer strict discipline, and the shame of dismissal is high. However, the practice of voluntarily repeating a year is acceptable. French students enrolled in U.S. high schools who are used to a stricter regime may be inclined to try to take the same liberties as those taken by other students; however, without an awareness of the limit to which these liberties may be carried, they may overstep the boundaries of acceptibility.

The English of French students will not, in general, be as strong as that of northern Europeans. They are taught English for library use and stress on converstional English is inadequate; thus, their English may be stilted and academic. French students may also have been taught British English and consequently may have trouble understanding American English. They may also tend to consider British English superior to American English.

Education System

French education is free and mandatory between ages 6 and 16. The public education system is highly centralized and has a budget amounting to about 4.4 percent of the gross domestic product. In 1982, an estimated 16 percent of the national budget was spent on education. Private education is primarily Roman Catholic. Higher education in France, which began with the founding of the University of Paris in 1150, enrolls more than one million students in 23 universities and special schools.

Elementary school starts at age six and is five years followed by four years at a *collège*. At the end of this cycle, students are either streamed into *lycées* headed for higher education or are trained for work through apprenticeship programs. The academic *lycées* are three years and are concluded with the *Baccalaureate* examination, a national exam. Admission to universities is open to holders of the *Baccalaureate* and there is no tuition charge. A system of super universities *(grandes écoles)* chooses its students through highly competitive examinations.

Language of Instruction: French

*Grading System**

An interpretation of the French 0-20 scale in terms of U.S. grading standards follows:

French Grades and *mentions* (comments from grader)	U.S. Interpretations
17-20–*très bien*	A+ Exceptional, unusual level of achievement
14-16–*bien*	A Very good
12-13–*assez bien*	B Good
10-11–*passable*	C Acceptable for promotions or conferral of diploma

*From World Education Series book on France by Raymond Wanner.

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ITALY

Italy is linguistically and religiously homogeneous but culturally, economically and politically diverse. Political power is divided among eight or more political parties, ranging from neo-Fascist to Communist. Italian culture flowered in the Renaissance during the 14th century. The achievements then and in future centuries in literature, philosophy, painting, sculpture, opera and other fine arts exerted a tremendous and lasting influence on the development of Western civilization.

Italy has the fifth highest density in Europe. Minority groups are small, the largest being the German speaking people of Bolanzo Province and the Slovenes around Trieste. Although Roman Catholicism is the official religion—99 percent of the people are nominally Catholic—all religious faiths are provided equal freedom before the law by the constitution.

Perhaps the most important institution in Italian life is the family. Although family structure in Italy is currently undergoing changes, modern Italian families are comparable to their American counterparts of 40 or 50 years ago. There is in general less mobility among members of Italian families than among American families today, with married children normally living near their parents and adult single children remaining in their parents' home until they marry. It is *not* usual for young people in Italy, men or women, to move into their own apartments until they marry. In fact, there are many instances where working children living in their parents' home contribute their earnings toward the total support of the family. Italians tend to be much more group and family oriented than Americans, who place more emphasis on individualism. Therefore, it is possible that Italian students in the United States may be experiencing their first separation from their families and will thus need understanding on the part of Americans.

Social relations among young people in Italy differ from dating customs in the United States. There are few places in Italy such as "singles" bars for young men and women to meet; instead, Italian girls tend to meet people through their families or close friends, and avoid talking to a stranger (especially a man) on the street. Knowing that an Italian girl would never talk with a young man unless she knew him well, Italian boys do not approach Italian girls in this way. With foreign women, however, Italian men tend to be more forward, thinking that this is normal practice, and might well try to introduce themselves to a stranger; even they may be surprised at the casual attitude toward sex in the United States, however. Similarly, female students from Italy in the United States might be surprised if approached by a male stranger, and would probably be offended by that approach. In general, Italians marry later in life than do Americans and may be engaged for a number of years before marrying, partly because of the difficulty of finding available living space. Italian students normally wish to finish their education and obtain secure employment before getting married.

Another area of daily life in which Italian customs differ greatly from American is in meals and eating. Meals in Italy are considered to be social events providing an opportunity for family members and others to discuss the day's events, talk about politics, films, sports, etc. Meals in Italian homes tend to be longer than in the United States, where Americans are more apt to rush through meals. Breakfast in Italy, however, is not considered as important a meal as in the United States, and more often than not it consists of a cup of coffee and toast with marmalade eaten on the run. The most important and biggest meal of the day for Italians used to be the midday meal, which usually began at about 1 p.m. and lasted until 3. This was also the main social hour of the day; all family members came home from work or school for the midday meal. After the meal, there was time for a siesta, with businesses and schools closing in Italy between 1 and 4. The evening meal, normally eaten around 8 p.m., is lighter, but is still a social occasion. Work hours in Italy normally extend from 8:30 or 9 a.m. to 1 and then from 4 p.m. to 7 or 8, Monday through Friday. Many individuals also work or attend school half a day on Saturdays. It should be emphasized, however, that this pattern is no longer a general one in Italy. Daily life is changing in large industrial cities in the north particularly, and even in Rome, with less time being taken for the midday meal. Thus, there are regional differences in Italy with regard to such customs, as there are in the United States.

One area of potential difficulty for Italian students in the United States comes from the perception of personal space. Italians get physically closer to people than do Americans; it is not uncommon to see men in Italy with their arms around each other or with their arms locked as they walk down the street. In addition, Italians like to congregate where other people are: if an Italian boards a bus which has few passengers, he/she will tend to sit next to those people, where an American in the same situation would probably sit at the other end of the bus. Italians also tend to be more outwardly affectionate than are Americans; they embrace when they say goodbye and may kiss each other on both cheeks, men included.

Italians also have a different sense of time than do Americans. Typically, when Italians say they will be somewhere at a certain time, for example 2 o'clock, they say in Italian they will be there "around" two,

and they will usually arrive after that, perhaps 15 or 30 minutes later.

Education System

The Italian education system is based on an approach which views education, and especially higher education, as a theoretical rather than a practical endeavor. University programs emphasize the attainment of theoretical skills, with few offerings of a more applied nature; the rest of the Italian education system is designed to lead to higher education. Thus, the traditional upper secondary school routes to higher education, i.e., the classical and scientific *lyceums*, are those which are considered to be most prestigious, even though the percentage of total secondary level students enrolled at these institutions is actually declining.

Students are legally obligated to complete eight years of compulsory schooling, after which they may continue at one of several types of *lyceums*, for example, classical, scientific or linguistic. *Lyceum* students are required to earn a minimum grade in all courses in order to advance to the next year; those who fail a course may take a make-up examination scheduled immediately before the start of the school year in September. Those students who fail the make-up examination for any course must repeat the entire year, but this is not the case with the large majority of students.

Elementary school starts at age six and is five years, followed by three years of intermediate school and up to five years of *Lyceum* or Technical Institute. The *Diploma Di Maturità* is awarded upon termination of secondary school, and guarantees admission to the university system.

Language of Instruction: Italian (Some schools teach French, German and other minority languages.)

*Grading System**

In general, internal grading in Italy's secondary schools continues to be strict. Low grades, in fact, are more the rule than the exception. The following conversion scale is suggested.

10 = excellent (rarely awarded)
8–9 = very good
6–7 = average
0–5 = failing

Upper secondary school (and often certificates as well) bear the grade received on the state *maturità* diploma, recorded on a scale of 0–60. The following conversion scale is suggested.

60 = excellent (rarely awarded)
55–59 = very good
46–54 = good
36–45 = average

*From World Education Series book on Italy by Joseph Capobianco, p. 74.

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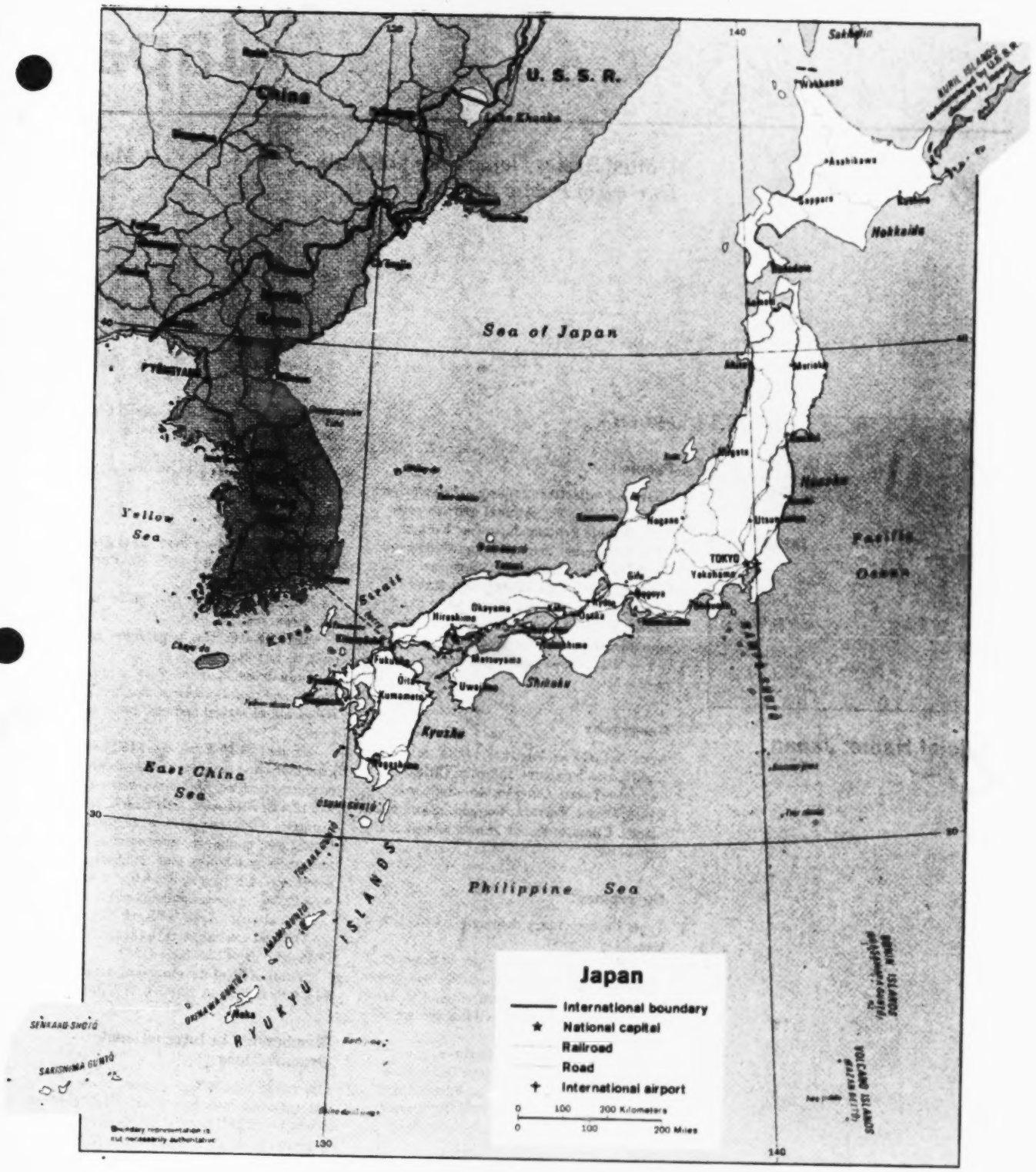

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JAPAN

Modern day Japan combines influences of centuries of Asian culture with exposure to Western culture during the past 120 years. As an island nation, Japan enjoyed a certain degree of isolation until recent times. Early in its history, a feudal government system developed which to this day contributes to the organizational structure and societal hierarchial relationships among its citizens. Japan is one of the most densely inhabited nations in the world. The scarcity of land and large population have contributed to the formation of a society that is highly organized and structured.

The Japanese are very group oriented, starting with unity and loyalty to the family and extending this to educational institutions, business companies, clubs, etc. The family system is very important with authority being highly respected. Loyalty to the group, and particularly the family, takes precedence over personal feelings, and the prestige gained by the group is transmitted to the members. Group unity is so important that leaders seek consensus on most decisions. There is a strong obligation to reciprocate favors and gifts.

There is some evidence that importance of group loyalty is declining with youth in Japan today, but there still persists a strong veneration of age and tradition. Advice and consent of one's elders are still sought before major decisions are made. It is difficult to separate the family from the business world because, in many respects, loyalty to a company encompasses the family itself. Progress and success in the business world are accompanied by hard work and devotion to the goals of the group, but in return for this loyalty and effort, major companies usually consider employees hired for life, i.e., employees receive welfare in the form of bonuses, company housing, paid honeymoons, health care, etc. Family loyalty thus seems fused with company loyalty.

Buddhism, Shintoism and Confucianism have all influenced Japan. Buddhism is important in Japan's religious life and has exerted profound influence on fine arts, social institutions and thought. Most Japanese will consider themselves members of one of the major Buddhist sects. Shintoism is an indigenous religion founded on myths, legends and ritual practices of the early Japanese people. Neither Buddhism nor Shintoism is an exclusive religion; most Japanese observe Buddhist and Shinto rituals, the former for funerals and the latter for births, marriages and other occasions, and small shrines are commonly located in Japanese homes. Confucianism, more an ethical system than a religion, continues to have a basic and pervasive influence on Japanese thought. Fewer than one percent of the population (c. one million people) professes Christianity and followers are almost evenly divided between Protestant and Roman Catholic faiths. A reverence for ancestors and family as well as an appreciation of beauty in nature have evolved from these religious beliefs, which also place a great deal of emphasis on man's relationship to nature, aesthetic appreciation, meditation and ritual.

Traditionally, the Japanese have taken pride in the arts and for centuries have had fine actors, actresses and artists. The theater has been a favorite place and today one still can go to Japanese lyric plays, *Noh,* and enjoy Japanese classical dramas. Japanese paintings, prints, pottery and other crafts are equally beautiful and renowned. In the past, Japanese youth were required to learn at least one of these arts as they grew up; young women learned to play the stringed instrument, *Koto,* and young men learned various forms of the martial arts as a "rite of passage" into manhood. Some of these traditions are still followed today. The introduction of American baseball has permeated Japanese culture and now it is very much a part of Japanese life.

The Japanese still follow the tradition of families influencing the marital relationships of their children, although some independence has developed in recent years. Parental approval and matchmaking still play important roles in Japanese society.

In personal habits and demeanor, the Japanese exhibit politeness by bowing to each other and through a language structured to show relationships between persons. For example, in Japan, the use of a first name in addressing another individual indicates extreme intimacy and trust, and generally occurs only among childhood friends and siblings and between parents and children.

The Japanese are traditionally neat, tidy and clean. The famous *furo* (bath), with its daily ritual, and the removal of street shoes when entering homes contributes to this image. A Japanese student in the United States may find it difficult to become accustomed to showering, and in bathing might even fill the tub twice—once for cleaning, a second time for soaking—in accordance with Japanese custom. Toilets are separated from the bath area, and the door to the room enclosing the toilet is always kept closed. The Japanese even designate certain slippers to enter this room.

Regarding table manners and eating customs: the Japanese are unaccustomed to the American method of "family-style" serving, i.e., each person serving himself or herself from a common dish. In Japan, the hostess serves portions of each dish to every person. Typically, therefore, the hostess is late in being seated at the table or she may not sit at the table at all, but may only serve the guests and the host (her husband). Because of this custom, it is

not necessary to wait for the hostess to sit before the others at the table begin eating. Other differences between American and Japanese table manners also exist. For example, instead of saying "pass the . . . please" to request items such as salt from a different part of the table, it is considered impolite in Japan to bother others at the table and preferable to simply reach for the desired item. In addition, the use of toothpicks at the table in Japan is not considered improper as it is in the United States.

Western dress is now the norm in much of Japan, but traditional garments are worn on special occasions and indeed are making a fashion comeback. Modern western conveniences are utilized by nearly all Japanese families, even though some traditional ways are still retained. The traditional diet relies on local agricultural and ocean products, although some western foods have become desirable for many people.

Education System

The Japanese emphasize education greatly and Japan enjoys one of the world's highest literacy rates. Success and education have become nearly synonymous. Tremendous care and great effort are expended to have young students gain entrance into the proper schools, complete examinations successfully and move upward to favored colleges and universities. Exceptional educational achievements almost assure success in the business world.

English is the second language in most schools, although teachers are rarely fully competent in English; however, many Japanese are able and anxious to converse with English speakers.

Elementary school starts at age six and is six years, followed by three years of lower secondary school. Education is compulsory through the ninth grade and public schooling is provided free of charge. At this point, students may enter upper secondary schools for three additional years or continue in part-time correspondence schools, special training schools or technical colleges. After completing upper secondary school, students who are able to pass the difficult entrance examinations enter four year universities or two year junior colleges. Students may attend either public or private upper secondary schools, colleges and universities, but they must pay tuition in all cases.

Upon termination of secondary school, transcripts will indicate that a diploma has been awarded. Transcripts can be obtained in English.

Language of Instruction: Japanese

Grading System					*U.S.*
A	A	5	10	91–100	A
B	B	4	8–9	81–90	B
C	C	3	6–7	61–80	C
	D	2	5	50–60	D
F	F	1	1–4	Below 50	F

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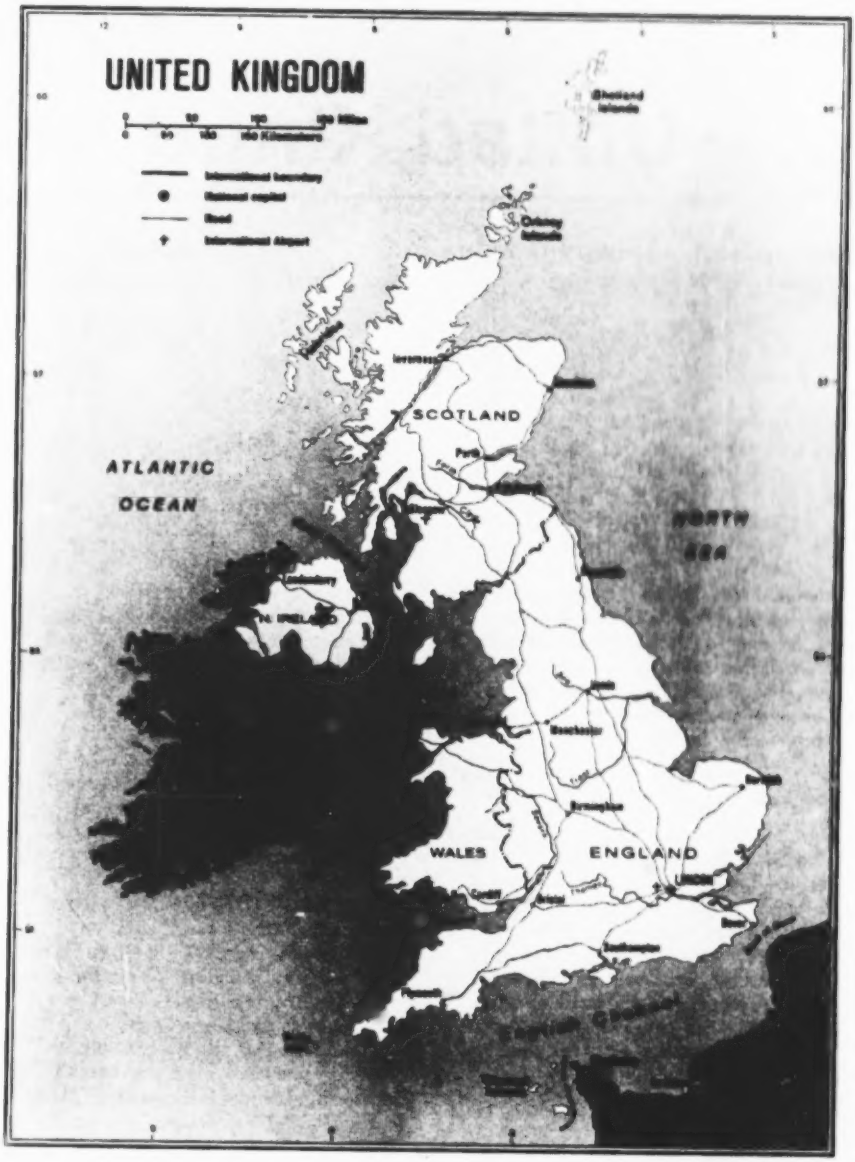

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UNITED KINGDOM

The United Kingdom is composed of four major lands: England, Wales, Scotland and Northern Ireland. The first three of these may be referred to collectively as Great Britain. The term "British" may be used to refer to the inhabitants of Great Britain, although the residents of Scotland and Wales may be uncomfortable with this. The term "English" or "Englishman" is accurately used only in reference to those from England proper; the terms "Welsh" and "Scottish" are used to refer to the inhabitants of Wales and Scotland, respectively; the people of Northern Ireland consider themselves "Irish." (The term "scotch," commonly misused in the United States to refer to the inhabitants of Scotland, is properly used only in reference to the alcoholic beverage of the same name.)

Regional identities in the United Kingdom are strong and have spawned revivals of the nationalistic sentiments during the past two decades, including at one time talk in Scotland and Wales about seceding from the United Kingdom. Generally, however, regional identities can be found more often in daily life and cultural interests than in radical political sentiments. English is the official language of the United Kingdom, but there has been a revival of interest in native tongues. The 1981 census showed 19 percent of the population of Wales to be speaking Welsh, an ancient language of Celtic origin, and many measures have been adopted in Wales since 1960 to revive the use of the language. The Scottish, too, have revived the use of Scottish Gaelic, now thought to be spoken by about 80,000 people, mainly in the islands and the northwest of Scotland. Gaelic is also of the ancient Celtic origin, and is enjoying a revival among the Scottish population. Scottish Gaelic has its own strong literary tradition, and the language is becoming increasingly popular as a subject in university studies. Further, two of the five "community services" offered in the highlands and the islands by BBC Radio Scotland are programmed mainly in Gaelic.

Religious differences are also drawn along regional boundaries. The Anglican Church (or Church of England) is dominant in England and has a strong foothold in Wales as well, where other strong denominations include the Baptist and Methodist Churches. In Scotland, religious life is dominated by the Church of Scotland, related closely to the American Presbyterian Church. Protestant churches, founded by English and Scottish settlers in Northern Ireland in the 17th century, are dominant in Northern Ireland, with Roman Catholics in the minority in the region. Deeply divided for generations, both sides of the community tend to see themselves as minorities—Protestants as a minority in the whole of Ireland, Roman Catholics as a minority within Northern Ireland.

The regional differences within the United Kingdom permeate all facets of life, and would be too great a topic to cover here. Suffice it to say that what follows is of a general nature, and that regional, and of course individual, differences will almost always produce exceptions to the rule.

Americans generally think of the inhabitants of the United Kingdom (most particularly the English) as being reserved and hard to get to know. The converse, of course, is that many Britons find Americans to be loud and overly friendly, often believing this openness to be shallow. Many U.K. students in the United States report substantial confusion, at least initially, regarding the American understanding of friendship. The confusion has run in both directions, depending upon the U.K. student's interpretation of the relatively open, gregarious nature of most Americans. On one hand, those who perceive this as only a shallow intimation of friendship are often surprised to find that they have developed a true friendship; on the other hand, those students who continue to use as a reference point the level of friendship and familiarity that would exist at home may be hurt to find that the individual who became a "friend" on the class field trip just passes them by later with a quick "Hi! How are you?" in the hallway, not waiting for a response to the question which the U.K. student has stopped to answer in full.

Other social practices in the United States and the United Kingdom differ. Dating in the United Kingdom does not usually start until about age 15 or 16, and then it is often a matter of going out with a group of friends, with some "pairing-off" occurring. (It has been noted that U.S. students in the same age group generally look physically older than U.K. students.) Steadily dating one person, however, seems to begin most often when students finish secondary education, rather than before. Also, drug use is more open in the United States than in the United Kingdom.

Education System

The high literacy rate in the United Kingdom (99 percent) is attributable to the introduction of public primary education in 1870 and secondary education in 1900. In 1981, nearly 11 million students attended educational institutions, most of which are publicly financed in whole or in part. Education is mandatory from ages 5 through 16.

Elementary school starts at age five and is six years, terminating with an examination known as the 11-plus examination. This controversial examination has much influence on the future education of the student, the best students being streamed into

academic secondary schools, the less qualified into vocational training.

Secondary education consists of five years—Form I through Form V. At the end of the 11th year of study, students usually take either the General Certificate of Education (GCE or Ordinary [0] Level) examination or an examination for the Certificate of Secondary Education. Students with these documents are generally viewed as high school graduates when at least five subjects have been passed. Passing in an 0-level subject is indicated by grades A, B, C, D or E, of which grade A is the highest and grade E the lowest.

Those whose achievements on the GCE are high—a small percentage of the most qualified students—then enter the last two years of secondary education—Form VI A and Form VI B—during which students normally study only three subjects, although some may study as many as five subjects. At the end of these two years of upper secondary school (13 years total schooling), students take the General Certificate of Education Advanced (A) Level examinations. Passing these specialized examinations (ranging from one to five in number, but normally three) leads to university admission. Passing in an A-level subject is indicated by grades A, B, C, D or E, of which grade A is the highest and grade E the lowest.

The examinations at both 0-level and A-level are national exams, and subjects are studied according to common syllabi. Particularly at the advanced level, students are expected to work at a very independent level, reading widely from prepared reading lists in accordance with the topics from the syllabus issued for a particular subject. Since progression from 0-level to A-level, or from there to university studies, results from a student's performance on national exams, all forms of continuous, in-class assessment are found to be less important than in the U.S. education system. Since the national exams require a tremendous amount of essay writing for most subjects, classroom training often focuses on essay work rather than on short-answer, multiple-choice type exams common in U.S. high schools. Students from the United Kingdom will thus generally be found to be articulate in both writing and speaking, but may not necessarily perform as well under pressures of continuous assessment and the type of testing often used in the American classroom. They may well find the detailed direction and frequent testing quite frustrating and "juvenile," and may indeed wonder where there is time and room for "learning" (of the type to which they have become accustomed).

In research papers, U.K. students may be more articulate than their American peers. They are more accustomed to extensive reading and writing, and may also have been given more free reign to state their own thoughts, developed from a broad reading of both primary and secondary sources, without necessarily substantiating or "proving" the points made by extensive footnoting or references to the works of others on the same topic.

In classroom discussion, U.K. students may also prove to be more verbally articulate than their American peers. They may, however, be more reluctant to speak up often, unless they feel particularly confident of their knowledge of the subject matter.

One caution should be noted here: Americans often tend to equate articulate speech (and writing) with emotional maturity. One needs to realize that this same "scale" should not be applied to the U.K. student visiting the U.S. classroom.

Language of Instruction: English

Grading System

The grading system outlined above for examinations is the most prominent feature of testing in the United Kingdom. A variety of within-school marking systems is used, but there is no widely accepted system and one can find schools using letter grade systems along the lines of the exams above or numerical systems, sometimes with 100 as a maximum and other times with 20 or even 10 as the maximum.

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The New Anatomy of Britain. New York: Stein and Day, 1972.

Appendix A
USIA Criteria for Teenager Exchange Visitor Programs

International Students in the United States:
A Guide for Secondary School Administrators

The USIA Criteria for Teenager Exchange Visitor Programs are currently being revised. A notice about proposed changes was included in the November 3, 1983 issue of the *Federal Register*. At the time this publication went to press, the final revisions had not been completed. The office of USIA's General Counsel therefore recommended to NAFSA that the *Federal Register* announcement be reproduced in this publication, as only minor changes had been made to the proposed revisions. That announcement follows. The final revised criteria should be available by late summer/early fall and can be obtained from:

International Youth Exchange Staff
U.S. Information Agency
301 4th Street, S.W., Room 255
Washington, DC 20547
Phone: 202/485-7299

UNITED STATES INFORMATION AGENCY

22 CFR Part 514

Exchange Visitor Programs

AGENCY: United States Information Agency.

ACTION: Interim rule and request for comments.

SUMMARY: 22 CFR §§ 514.11, 514.13(b) and 514.17 are modified (1) to reflect organizational changes at the U.S.I.A., (2) to update minimum requirements for designating Teenage Exchange Visitor Programs, and (3) to develop a due process procedure for revocation or suspension of designation of an Exchange Visitor Program. The modifications clarify and update existing regulations.

EFFECTIVE DATE: Comments are due December 5, 1983. The interim rule shall be effective November 3, 1983 and shall remain in effect until the publication of a final rule. However, the effective date for § 514.13(b)(12) shall be published at a later date.

ADDRESSES: Send comments to: Richard L. Fruchterman, Assistant General Counsel, United States Information Agency, 400 "C" Street, SW., Room 700, Washington, D.C. 20547.

FOR FURTHER INFORMATION CONTACT: Richard L. Fruchterman Assistant General Counsel, United States Information Agency 400, "C" Street, SW., Room 700, Washington, D.C. 20547 (202) 485–7976.

SUPPLEMENTARY INFORMATION: The United States Information Agency (USIA) modifies its regulations regarding exchange visitors (1) to reflect organizational changes at the USIA, (2) to update minimum requirements for designating Teenage Exchange Visitor Programs, and (3) to develop a due process procedure for revocation or suspension of designation of an Exchange Visitor Program. The modifications clarify and update existing regulations.

Under § 514.11, intending sponsors are to apply to the Director of the USIA. By Delegation Order No. 83–5 dated January 13, 1983, Charles Z. Wick the Director of USIA, delegated his authority to designate Exchange Visitor Programs to the General Counsel and Congressional Liaison. Therefore, § 514.11 is modified to reflect this organizational change.

Additionally, a new subsection is added regarding misrepresentation of the designation. It has come to our attention that some designated sponsors have been using their designation number in such a way that would imply that their program is approved or sponsored by the Agency, or that the Agency or U.S. Government supports the program. Further, some parties apparently have used this designation which governs J–1 visas for foreign visitors in the U.S., in a manner which implies that this Agency has examined their programs for U.S. citizens abroad. Accordingly, we are adding a new subsection on misrepresentation, so that misuse of the designation could result in revocation or suspension of designation.

Section 514.13(b) has been rewritten and re-ordered so that existing obligations of sponsors are clarified. There are several changes which are significant. Discussion of the changes and the reasons therefore follows.

Under the present regulation at § 514.13(b)(2) a sponsor is responsible for providing minimum medical/accident coverage of $2,000 per injury or illness, and for a minimum of $1,500 for preparation and transportation of remains to the home country. Because inflation has affected the cost of medical care it is thought that the minimum of $2,000 and $1,500 could be inadequate in serious cases. Therefore, under the renumbered § 514.13(b)(4), the minimum medical and accident coverage is raised to $15,000 per injury or illness and to $5,000 for preparation and transportation to home country.

Under § 514.13(b)(3)(ii)(D) sponsors are required to notify students of their home placement at least five weeks prior to their departure for the United States. This five week requirement has worked a hardship on the sponsors. Therefore, in the new interim §514.13(b)(7) the time frame is changed from five weeks to three weeks.

The requirement in new §514.13(b)(8) that a student is to be placed with a single host family for the entire academic year is new. It is in the best interest of the student and the formation of good relationships with the host family, that one sound relationship be developed. This can be facilitated by limiting a student's experience to one family only. The regulation allows re-assignment of host families only in extraordinary situations. Whenever a re-assignment is made, the sponsor is required to document the reasons therefore, retain the documents in the sponsor's records, and to make these records available to USIA for inspection. Additionally, because sound host family exchange student relations are delicate, it allows only one teenage Exchange-Visitor with any one host family at any one time without prior written permission of the USIA.

The interim § 514.13(b)(12) specifies the content of the annual report to the USIA. The present regulation at § 514.13(b)(7) requires submission of an annual report but does not specify the content. It is hoped that the new regulation will aid sponsors and the Agency in developing annual reports that are useful to both parties. This requirement is presently before OMB for review pursuant to the Paperwork Reduction Act. Upon approval by OMB, USIA will notify the public, by publication in the Federal Register, that this paragraph is effective.

Interim § 514.13(b)(13) is new. However, it merely codifies existing Agency practice so that the public is aware of Agency procedure. This new section states that the Agency will determine the number of Forms IAP–66 to be issued to each sponsor on the basis of information contained in the annual report so as to ensure that sponsor does not bring in more teenage Exchange-Visitors then the sponsor can supervise in accordance with the provisions set forth in the regulations.

Section 514.17, "Revocation or Suspension of Designation", has been completely revised. The section provides that the Agency may suspend or revoke the designation of the sponsor's program for violation of any of the provision of the regulations. The section outlines a procedure whereby due process is provided whenever a program is challenged.

Interim § 514.17(a) provides that the General Counsel or his delegate, upon no less than 10 days written notice, may suspend a sponsor for a period not to exceed 60 days where there is found to be a willful violation of one of the provisions and that violation could endanger the health, safety or welfare of the participants in the program. The section provides for response by the sponsor and written notice to all agencies which would be affected by the suspension.

Interim § 514.17(b) sets forth the bases for revocation of designation of a sponsor. The designation could be revoked for any sufficient cause including but not limited to (1) a continued or repeated failure to comply with the provision, (2) failure to submit required complete, current and accurate reports, or (3) conduct which brings the program into disrepute.

Section 514.17(e) provides for a formal proceeding and a hearing pursuant to Title 5, United States Code, Sections 556 and 557.

Section 514.17(d) requires notification of the revocation to all affected organizations. However, this section

provides that revocation does not invalidate visas issued under the sponsor's programs nor diminish the sponsor's legal or financial responsibilities toward visitors already enrolled in the programs.

Section 514.18 states that authority to act under this Subpart resides in the General Counsel, his or her Deputy or delegate.

Section 514.19 states that a program which has been inactive for more than two years may be revoked.

List of Subjects in 22 CFR Part 514

Cultural exchange programs.

E.O. 12291 Federal Regulation

USIA has determined that this is not a major rule for the purposes of E.O. 12291, Federal Regulation, because it will not result in: (1) An annual effect on the economy of $100 million or more; (2) A major increase in costs or prices for consumers, individual industries, Federal, State, or local government agencies, or geographic regions; or (3) Significant adverse effects on competition, employment, investment, productivity, innovation, or on the ability of United State-based enterprises to compete with foreign-based enterprises in domestic or export markets. Accordingly, the following modifications to Chapter V, Part 514 are adopted on an interim basis.

PART 514—[AMENDED]

1. § 514.11 is revised to read as follows:

§ 514.11 Application for Exchange-Visitor Program designation

(a) *Application.* Any intending sponsor may apply to the Exchange Visitor Facilitative Staff of the Office of General Counsel and Congressional Liaison of the U.S. Information Agency for designation of one of the organization's programs as an Exchange-Visitor Program. Such application should be made on Form IAP-37, "Exchange-Visitor Program Application." The application shall be completed in all details and shall be submitted to the *Exchange Visitor Facilitative Staff*, United States Information Agency, GC/V, Washington, D.C. 20547 with required supporting documentation, including an audited an certified financial statement if indicated. The officer who signs the application thereby indicates a willingness to assume the duties of Responsible Officer for administering the sponsor's program if it is designated. Official correspondence concerning a designated program will be conducted only between the Agency and the Responsible Officer or duly designated alternate.

(b) *Misrepresentation.* Organizations with designated programs may, in their literature, indicate that they have been designated as a program sponsor by the USIA for foreign exchange visitors in the United States. They shall not imply that the program is approved or sponsored by the Agency or U.S. Government or imply that the Agency or U.S. Government supports their programs. Further, the designation number shall not be used on literature or other materials used for the purpose of attracting U.S. Exchange Visitors into their programs.

2. 514.13 is amended by revising paragraph (b) to read as follows:

514.13 Sponsor obligations—specific.

* * * * *

(b) *Teenager-Exchange Visitors.* The Teenager-Exchange-Visitor Program is designed to give teenage students from other countries an opportunity to spend from six months to one year studying at a high school or other educational institution in the United States. Under this program a foreign student is placed by the Exchange-Visitor sponsor with a United States family which serves as the host family for the duration of the visit. The primary purpose of this program is to improve the foreign student's knowledge of American culture and language through active participation in family, school and community life. A secondary purpose is to improve American knowledge of a foreign culture. This sub-section sets forth the specific criteria and sponsor obligations applicable to the Teenager Exchange-Visitor Program.

(1) *Tax-exempt Status of Sponsor.* The Exchange-Visitor Program Sponsor shall maintain current tax-exempt status from the Internal Revenue Service pursuant to Section 501(c)(3) of the United States Internal Revenue Code as amended.

(2) *Selection of Student.* The sponsor shall be fully responsible for the selection of suitable students for participation in its teenage program. It may utilize the services of organizations engaged in student exchanges in other countries to assist in the selection of suitable students, but shall not under any circumstances use professional recruiters, or employment or travel agencies either in the United States or abroad for the recruitment of foreign students. Selection shall be limited to secondary school students or recent graduates between the ages of 15 and 19 years who have a sufficient command of the English language to enable them to function well in an English-speaking academic and community environment. Students shall also be screened for demonstrated maturity, good character and ability to derive maximum benefit from the program experience.

(3) *Orientation of Students and Host Families.* The sponsor shall provide all students with suitable orientation both prior to departure from their homes and upon arrival in the United States to acquaint them in advance, to the maximum extent feasible, with the United States, its people, and its family and school life as well as providing each of them with detailed knowledge of the nature of the particular academic program in which he or she will be participating. Wherever feasible the sponsor shall include former participants in predeparture orientation sessions. Orientation shall also be provided to each host family in advance of the student's arrival, including information on family and school life, customs, religion and more of the student's native country, information on the academic program in which the student will be enrolled, and information on potential problems in hosting exchange students and suggestions on how to cope with such problems. Each student shall be provided in advance with an identification card which includes: (i) The student's name, and host family name, address and telephone number; (ii) the name and number of the Exchange-Visitor Program in which he or she is sponsored; (iii) the name, address and telephone number of a responsible official of the sponsor; and (iv) the address and telephone number of the Exchange-Visitor Facilitative Staff, Office of the General Counsel and Congressional Liaison, United States Information Agency, Washington, D.C. 20547. In addition, each student, each host family and each school to be attended shall be provided by the sponsor with a copy of the Agency's current "Criteria for Exchange-Visitor Teenager Programs." The host family shall acknowledge, in writing the receipt of this publication and the sponsor shall maintain that acknowledgement in its files.

(4) *Health and Accident Insurance.* The sponsor shall ensure that every student selected to participate in its program has health and accident insurance coverage from the time of departure from home until the student returns to his or her home country. Minimum acceptable insurance is (i) medical and accident coverage of $15,000 per injury or illness and (ii) preparation and transportation of remains to home country (at least $5,000). Coverage may be provided in one of the following ways, with the written approval of the United States Information Agency.

(A) By health and accident insurance coverage arranged for by the student;

(B) By health and accident insurance coverage arranged for by the sponsor;

(C) By the sponsor's assuming all financial responsibilities for a student's illnesses and accidents from the time the student leaves his or her home country until he or she returns home.

(5) *Dispersion of Students.* Each sponsor shall make every effort to ensure that foreign students are widely dispersed throughout the United States. Under no circumstances shall a sponsor place more than four foreign students or more than two of the same nationality in a single school.

(6) *Acceptance of Students.* No teenage Exchange-Visitor student shall be brought into the United States by the sponsor unless he or she has been accepted in writing as a student by the principal or superintendent of the high school or someone designated in writing to authorize the enrollment of foreign students in the school in which he or she is to be enrolled. Copies of such documents authorizing enrollment shall be maintained by the sponsor and will be made available for inspection by the Agency upon request. Clear and specific arrangements in writing shall be made in advance by the sponsor and the school regarding any tuition payments or waivers of tuition.

(7) *Host Family Arrangements.* The sponsor is responsible for making all arrangments for the placement of each teenage Exchange-Visitor student with a host family whose home is located in a place convenient to the high school or other educational institution in which the student is to be enrolled. The sponsor shall make every effort to assure the maximum degree of compatibility between the family and the student, including, wherever possible, the presence in the family of at least one teenage student who attends the same school as the Exchange-Visitor. A representative of the sponsor shall visit the home of, and personally interview, each host family before an Exchange-Visitor student is assigned to such family. The sponsor shall ensure that its representative selects only those homes which reflect the high quality expected of the Teenage Exchange Visitor Program. A written record shall be made of this visit and interview by the representative. Under no circumstances shall an employment or travel agency be used for this purpose. Selection of host families and assignment of students shall be made as far in advance of the student's arrival as possible, but in no event less than three weeks prior to departure from the student's home. No sponsor shall issue a form IPA–66 for an Exchange-Visitor student without including on the form a notation giving the name and address of host with which he or she is to be placed. The host family shall be advised in writing of the name, age, educational status, other background information and anticipated arrival time of the assigned student, and the student's natural family shall be advised in writing of the name, address, family makeup, and other background information concerning the host family at the earliest possible time, to permit exchange of correspondence between the respective families in advance of the Exchange-Visitor's arrival.

(8) *Changes in Host Family Assignments.* Placement arrangements shall be made with a single host family for the entire academic year or other authorized period of the Exchange Visitor student's visit, but a change in the host family assignment of a student may be made by the sponsor during such period when unforeseen events make a change necessary in the best interests of the student. "Welcoming families", "receiving families", "arrival families", or "temporary families" shall not be used. Reports of any such changes and the reasons therefor shall be retained by the sponsor and upon request made available to the Agency for inspection and retention. No more than one teenage Exchange-Visitor shall be placed with any one host family at any one time without the prior written permission of the Agency.

(9) *Employment of Students.* Each sponsor shall advise its students that they may not accept or undertake full-time employment while enrolled in such program, but may engage in part-time employment not to exceed 10 hours per week in non-competitive jobs such as tutoring, grass-cutting, baby-sitting, newspaper delivery and the like. Students may not perform the duties of a household domestic for compensation or otherwise in the home of the host family or elsewhere, but may be asked to assist in normal daily chores in the host family household which other members of the host family must perform.

(10) *Supervision by Sponsor.* The sponsor shall maintain continuous personal contact with each of its Exchange-Visitor students, the host family, and the high-school or other educational institution in which each student is enrolled. The sponsor shall initiate action to resolve any problems which may arise with respect to the student's participation in his or her academic program or with respect to the student's relationship with his or her host family.

(11) *Financial Responsibility of Sponsor.* Each sponsor shall be responsible for the costs of travel of all students sponsored by it back to their homes by air and/or surface modes of commercial transportation, regularly scheduled or charter or a combination of the two, on conclusion or unexpected termination of their designated programs of study. This responsibility shall be carried out by the purchase of a roundtrip ticket or tickets for *each* student prior to the entry of each student into the United States. Such tickets shall be made available to the Agency for inspection upon request.

(12) *Annual Reports of Sponsor.* Each sponsor shall submit to the Agency an Annual Report on the operations of its program as of June of each year. As a minimum, the reports will include the following: The names of all Exchange-Visitors, school or institution of enrollment, location of host family, changes in host family and/school enrollment. Such report shall be submitted no later than September 1 of each year. The sponsor shall also submit such additional reports and information (including an Internal Revenue Service Form 990) as the agency may request from time to time.

(13) *Control and Issuance of Forms IAP–66.* The Agency shall determine the number of Forms IAP–66 to be issued to each sponsor each year for use in its program on the basis of the information contained in the reports submitted by the sponsor pursuant to the preceding paragraph and such other information as may be available, so as to ensure that a sponsor does not bring in more teenage Exchange-Visitors than can be adequately supervised and provided for by it in accordance with the provisions and standards set forth in this paragraph.

• • • • •

3. Section 514.17 is revised to read as follows:

§ 514.17 Revocation or Suspension of Designation.

For violation by a sponsor of any of the provisions of this subpart, the Agency may suspend or revoke the designation of such sponsor's program in the manner set forth below.

(a) The *General Counsel* or his delegate may in his or her discretion, upon not less than ten (10) calendar days written notice to the sponsor specifying the grounds therefor and the effective date thereof, summarily suspend the designation of the sponsor for a period not to exceed sixty (60) days if it is found: (1) That there has been willful violation by the sponsor of one or more provisions of his Subpart and (2) that such willful violation is of such a nature as to endanger the health, safety or welfare of participants in the sponsor's program, PROVIDED, that before effecting the suspension of the sponsor, the Agency shall consider and take into account any response, including any documentary evidence or

affidavits submitted by the sponsor in response to such notice. Written notice of suspension shall be given on the effective date thereof to the sponsor, to the Immigration and Naturalization Service, to the Bureau of Consular Affairs of the Department of State, and such other agencies, public or private, as the General Counsel or his delegate shall deem necessary. During the period of such suspension no Forms IAP-66 issued by the sponsor shall be recognized or accepted for the issuance of non-immigrant visas for entry into the United States.

(b) The General Counsel or his delegate may revoke the designation of the sponsor for any sufficient cause, including but not limited to the following: (1) Continued or repeated failure to comply with the provisions of this Subpart or (2) failure to submit complete, current and accurate reports as required by this Subpart or as requested by the Agency; or (3) conduct on the part of the sponsor having the effect of bringing the Exchange-Visitor programs administered by the Agency into disrepute, PROVIDED: that before the institution of formal proceedings for the revocation of designation, the sponsor shall be given notice in writing of the facts or conduct warranting such revocation and shall be given a reasonable opportunity to demonstrate or to achive compliance with all lawful requirements.

(c) In the event that the sponsor does not, after the written notice last above mentioned, demonstrate to the satisfaction of the Agency that revocation of its designation is not warranted, then the sponsor shall be given not less than thirty (30) days formal notice in writing of intention to revoke such designation, including a full statement of the facts and reasons to be relied on therefor, and advising the sponsor of its right to formal hearing and decision on such revocation pursuant to Title 5, United States Code, Sections 556 and 557, and its right to be represented by counsel and to cross-examine witnesses and to present oral or documentary evidence. If such a hearing is demanded in writing by the sponsor within ten days after receipt of formal notice as aforesaid, such hearing shall be promptly scheduled, after proper notice, and shall be conducted in accordance with Section 556. If such a hearing is not demanded, the Agency shall act on the proposed revocation on the basis of such evidence as is available, including any evidence submitted by the sponsor.

(d) If the Agency decides that the designation of the sponsor should be revoked, notice thereof shall be given to the sponsor, the Immigration and Naturalization Service, the Bureau of Consular Affairs of the Department of State, and to such other agencies, public or private, as the Agency shall deem necessary, and thereafter no Forms IAP-66 issued by the sponsor shall be recognized or accepted for the issuance of non-immigrant visas for entry into the United States, *Provided:* That no such revocation shall invalidate any such visas already issued for Exchange-Visitors enrolled in the sponsor's programs, nor in any way diminish or restrict the sponsor's legal or financial responsibilities toward such visitors.

4. Sections 514.18 and 514.19 are added to read as follows:

§ 514.18 Authority of General Counsel.

Any and all acts herein provided to be done by the Agency shall be performed on its behalf by the General Counsel or his or her Deputy or his or her delegate.

§ 514.19 Revocation for inactivity.

Anything herein to the contrary not withstanding, the designation of any sponsor's program may be revoked when it is determined that the program has remained inactive for a period of more than two years.

Authority

(Sec. 4, 63 Stat. 11; secs. 102, 109 (a), (b), (d), 75 Stat. 527, 534, 535; secs. 101(a)(15)(J), 104(a), 212(e), 66 Stat. 166, 174, 182, 184; sec. 2, 84 Stat. 116, 117 (22 U.S.C. 2658, 2452); (8 U.S.C. 1101(a)(15)(J), 1104(a), 1182(e), 1258); Reorg. Plan No. 2 of 1977; E.O. 12048 of March 27, 1978; the United States Information Agency Authorization Act, Fiscal Years 1982 and 1983, Pub. L. 97-241, Title III, August 24, 1982)

Delegation Order No. 83-6 48 FR 2490.

Dated: October 27, 1983.

Jonathan W. Sloat,

General Counsel and Congressional Liaison, United States Information Agency.

[FR Doc. 83-29589 Filed 11-2-83; 8:45 am]

BILLING CODE 8230-01-M

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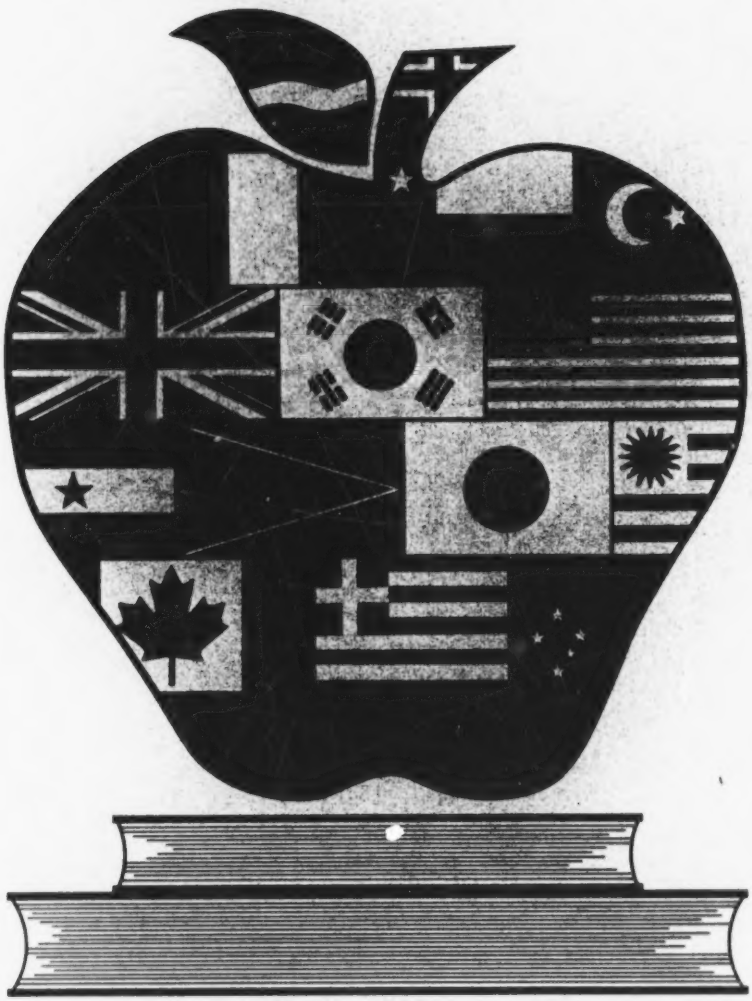
Appendix B
List of State Consumer Protection Offices



State Consumer Protection Offices

(1983–84 listing)

Alabama

State Office

Fincher Allen, Director
Consumer Protection Division
Office of Attorney General
560 South McDonough Street
Montgomery, Alabama 36104
(205) 832-5936
800-392-5658 (toll free—Alabama only)

Alaska

State Office

Connie Sipe, Chief
Consumer Protection Section
Office of Attorney General
1031 West Fourth Avenue, Suite 110
Anchorage, Alaska 99501
(907) 279-0428

Branch Offices

Office of Attorney General
First National Center
100 Cushman Street, Suite 400
Fairbanks, Alaska 99707
(907) 452-1568

Office of Attorney General
Pouch K
Juneau, Alaska 99811
(907) 465-3692

Arizona

State Office

Patrick Murphy, Chief Counsel
Financial Fraud Division
Office of Attorney General
1275 West Washington Street
Phoenix, Arizona 85007
(602) 255-5763 (fraud only)
800-352-8431 (toll free—Arizona only)

Branch Office

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Financial Fraud Division
Office of Attorney General
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Tucson, Arizona 85701
(602) 628-5501 (fraud only)

Arkansas

State Office

Tom Hicks, Director
Consumer Protection Division
Office of Attorney General
Justice Building
Little Rock, Arkansas 72201
(501) 371-2341
800-482-8982 (toll free—Arkansas only)

California

State Offices

Public Inquiry Unit
Office of Attorney General
1515 K Street, Suite 511
Sacramento, California 95814
(916) 322-3360
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Solano County District Attorney's Office
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Fairfield, California 94533
(707) 429-6451

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Stanislaus County Office of Consumer Affairs
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Consumer Fraud Division
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Colorado

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Antitrust and Consumer Protection Enforcement Section
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Martin Stuber, Administrator
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Connecticut

State Offices

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Delaware

State Offices

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Department of Community Affairs
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Hawaii

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Lansing, Michigan 48933
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Marvin Goldstein, Director
Bureau of Automotive Regulation
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Lansing, Michigan 48918
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Missouri

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Office of Attorney General
111 North Seventh Street, Suite 903
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Montana

State Office
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Consumer Affairs Bureau
Department of Commerce
1424 Ninth Avenue
Helena, Montana 59620
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800-332-2272 (toll free—Montana only)

County Office
Robert L. Deschamps, III
Missoula County Attorney
County Courthouse
Missoula, Montana 59801
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Nebraska

State Office
Mark D. Starr
Assistant Attorney General
Consumer Protection Division
Department of Justice
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Lincoln, Nebraska 68509
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Nevada

State Office
Shari B. Compton
Commissioner of Consumer Affairs
Department of Commerce
State Mail Room Complex
Las Vegas, Nevada 89158
(702) 386-5293

Branch Office
Ray Trease, Investigator
Consumer Affairs Division
Department of Commerce
201 Nye Building
Capitol Complex
Carson City, Nevada 89710
(702) 885-4340
800-992-0973 (toll free—Nevada only)

New Hampshire

State Office
Anne R. Clarke, Chief
Consumer Protection and
Antitrust Division
Office of Attorney General
State House Annex
Concord, New Hampshire 03301
(603) 271-3641

New Jersey

State Office
James J. Barry, Director
Division of Consumer Affairs
Department of Law and Public Safety
1100 Raymond Boulevard, Room 504
Newark, New Jersey 07102
(201) 648-4010

New Mexico

State Office
Mike Barlow, Director
Consumer and Economic Crime Division
Office of Attorney General
P.O. Box 1508
Santa Fe, New Mexico 87503
(505) 827-6910

New York

State Offices
Chairperson and Executive Director
New York State Consumer Protection
Board
99 Washington Avenue
Albany, New York 12210
(518) 474-8583

Executive Director
New York State Consumer Protection
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Two World Trade Center
Room 2508, 25th Floor
New York, New York 10047
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Robert Buchner
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Bureau of Consumer Frauds and
Protection
Office of Attorney General
State Capitol
Albany, New York 12224
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Binghamton, New York 13905
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North Carolina

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North Dakota

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Consumer Fraud Division
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Bismarck, North Dakota 58505
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Ohio

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Pennsylvania

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El Paso, Texas 79905
(915) 533-3484

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1220 Dallas Avenue, Suite 202
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(713) 650-0666

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4309 North Tenth, Suite B
McAllen, Texas 78501
(512) 682-4547

Aaron Valenzula
Assistant Attorney General
Consumer Protection Division
Office of Attorney General
200 Main Plaza, Suite 400
San Antonio, Texas 78205
(512) 225-4191

Utah

State Offices

Jean A. Williams, Director
Division of Consumer Protection
Department of Business Regulation
Heber M. Wells Building
160 East 300 South
P.O. Box 5802
Salt Lake City, Utah 84111
(801) 530-6619

Dr. Carol L. Clark
Assistant Attorney General for Consumer Affairs
Office of Attorney General
124 State Capitol
Salt Lake City, Utah 84114
(801) 533-4262

Vermont

State Offices

Edwin Hobson
Assistant Attorney General and Chief
Consumer Protection Division
Office of Attorney General
109 State Street
Montpelier, Vermont 05602
(802) 828-3171
800-642-5149 (toll free—Vermont only)

Trafford Brink, Director
Weights and Measures Division
Department of Agriculture
116 State Street
Montpelier, Vermont 05602
(802) 828-2436

Virginia

State Offices

Anthony Gambardella
Senior Assistant Attorney General
Division of Consumer Counsel
Office of Attorney General
Supreme Court Building
101 North Eighth Street, Fifth Floor
Richmond, Virginia 23219
(804) 786-4075

Jean Bass, Director
State Office of Consumer Affairs
Department of Agriculture and Consumer Services
Room 110, Washington Building
1100 Bank Street
Richmond, Virginia 23219
(804) 786-2042
800-552-9963 (toll free for complaints regarding state agencies)

Branch Office

Mary Ann Shurtz, Coordinator
Northern Virginia Branch
State Office of Consumer Affairs
Department of Agriculture and Consumer Services
3016 Williams Drive
Fairfax, Virginia 22031
(703) 573-1286

Washington

State Offices

Consumer Specialist
Office of Consumer Services
Department of Agriculture
406 General Administration Building, AX41
Olympia, Washington 98504
(206) 753-5063

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Assistant Attorney General/Chief
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Office of Attorney General
1366 Dexter Horton Building
Seattle, Washington 98104
(206) 464-7744
800-552-4630 (toll free—Washington only)

Doug Shadel, Chief
Consumer Protection/Antitrust Division
Office of Attorney General
Temple of Justice
Olympia, Washington 98504
(206) 753-6210

Mike Flynn, Chief
Consumer Protection/Antitrust Division
Office of Attorney General
960 Paulsen Professional Building
Spokane, Washington 99201
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William S. Cookson, Chief
Consumer Protection/Antitrust Division
Office of Attorney General
949 Market Street
Tacoma, Washington 98402
(206) 593-2904

West Virginia

State Offices

Jon Anthony Reed, Director
Consumer Protection Division
Office of Attorney General
1204 Kanawha Boulevard, East
Charleston, West Virginia 25301
(304) 348-8986

Kenneth S. Butcher, Director
Consumer Protection Division
Department of Labor
1900 Washington Street, East
Charleston, West Virginia 25305
(304) 348-7890 (weights and measures, bedding, upholstery)

Wisconsin

State Offices

Stephen Nicks
Assistant Attorney General
Office of Consumer Protection
Department of Justice
P.O. Box 7856
Madison, Wisconsin 53707-7856
(608) 266-1852

Richard Victor, Director
Office of Consumer Protection
Department of Justice
Milwaukee State Office Building
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Milwaukee, Wisconsin 53203
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Donald Soberg, Administrator
Division of Trade and Consumer Protection
Department of Agriculture, Trade and Consumer Protection
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801 West Badger Road
Madison, Wisconsin 53708
(608) 266-9837
800-362-3020 (toll free—Wisconsin only)

Branch Offices

Margaret Quaid, Supervisor
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Department of Agriculture, Trade and Consumer Protection
1727 Loring Street
Altoona, Wisconsin 54720
(715) 836-2861

Dennis Strey, Supervisor
Division of Trade and Consumer Protection
Department of Agriculture, Trade and Consumer Protection
200 North Jefferson Street
Green Bay, Wisconsin 54301
(414) 497-4087

Patricia Suschil, Supervisor
Division of Trade and Consumer Protection
Department of Agriculture, Trade, and Consumer Protection
10320 West Silver Spring Drive
Milwaukee, Wisconsin 53225
(414) 257-8962

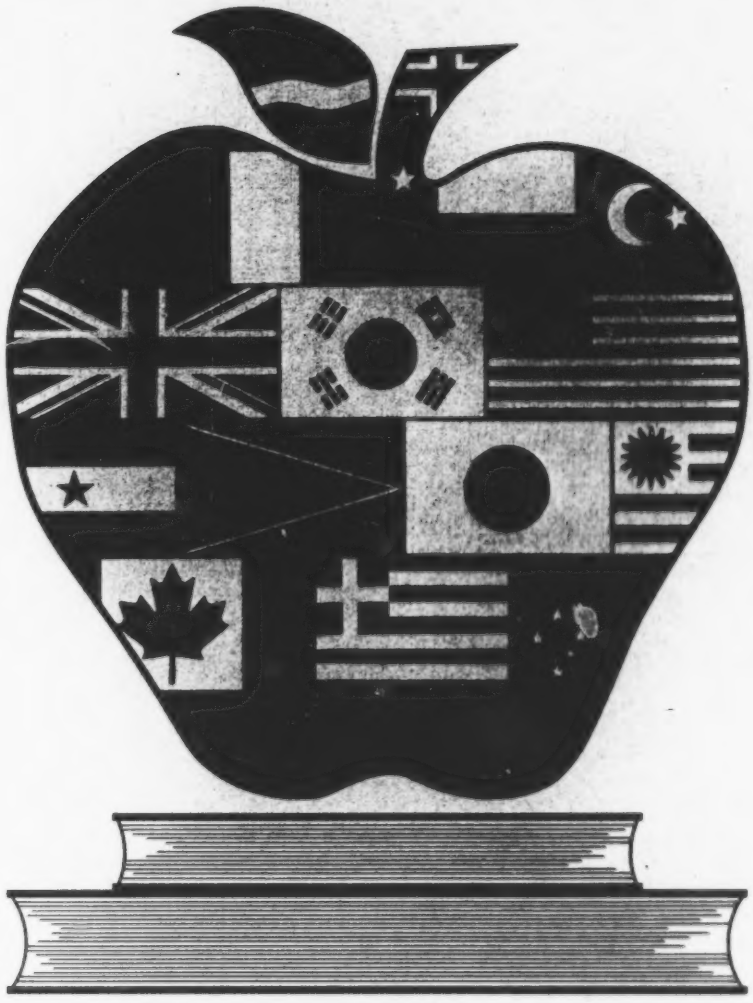
Wyoming

State Office

Gay Vanderpoel
Assistant Attorney General
Office of Attorney General
123 Capitol Building
Cheyenne, Wyoming 82002
(307) 777-7841 or 6286

Source: *Consumer's Resource Handbook*, United States Office of Consumer Affairs, Washington, DC, 1984 Edition

Appendix C
Sample Forms to Assist with the Evaluation of Foreign Credentials



International Students in the United States:
A Guide for Secondary School Administrators

DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION
OFFICE OF STUDENT SERVICES
CENTRAL REGISTRATION

Transcript Evaluation Form

Name of Student _____

Country _____

Native Language _____ Grade _____

Date of Birth _____ Year _____

Male _____ Female _____

School Attended _____

Address of School _____

Transcript Translated by _____

ESL Level _____

Grade Level _____

School _____

Course Title	Original Grade	Weekly Hours Attended	Total Hrs. Per Year	FCPS Gr. Equiv.	SEE CUM MARK SHEET FOR GRADES AND CREDITS

Signature of Evaluator _____ Date _____

Scale Equivalent		Interpretation of Marks: Evaluation Of achievement in terms of course requirements.
	A	94-100 Excellent
	B+	90-93 Above Average
	B	84-89
	C+	80-83
	C	76-79 Average
	D+	70-73
	D	64-69 Below Average
	F	Below 64 Failure
	I	Incomplete
	P	Pass
	WF	Withdrew/Failure
	WP	Withdrew/Pass
		Audit

Comments: _____

BEST COPY AVAILABLE

TRANSCRIPT EVALUATIONS

DATE IN	STUDENT'S NAME	COUNTRY-LANGUAGE	LOCAL SCHOOL	DATE OUT

DEPARTMENT OF STUDENT SERVICES AND SPECIAL EDUCATION
OFFICE OF STUDENT SERVICES
CENTRAL REGISTRATION SECTION

SUMMARY OF EDUCATIONAL EXPERIENCES

Academic Year	Age	Year in School	Grade Level	School/Address	Language of Instruction
19__-19__		1			
19__-19__		2			
19__-19__		3			
19__-19__		4			
19__-19__		5			
19__-19__		6			
19__-19__		7			
19__-19__		8			
19__-19__		9			
19__-19__		10			
19__-19__		11			
19__-19__		12			

List and explain any gaps in education:

_____

_____

_____

Student's Name: _____ Date of Birth: _____

Date: _____ Signature: _____

GRADUATION REQUIREMENTS

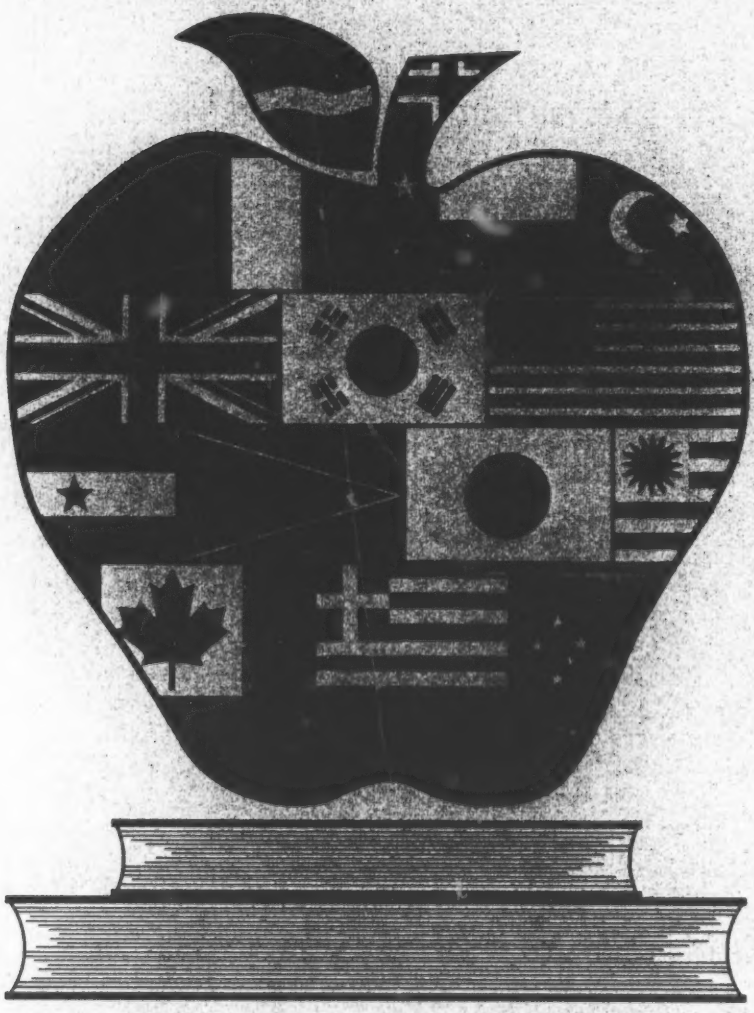
Student's Name _____

School: _____ Grade _____

		9	10	11	12	Total
English	(4)					
Health & Phys. Ed.	(2)					
Math	(2)					
Lab Science	(2)					
W. History/Geography	(1)					
U.S. History	(1)					
U.S. Government	(1)					
Fine & Practical Arts	(1)					
S.S. or Foreign Language Elective	(1)					
Elective	(1)					
Elective	(1)					
Elective	(1)					
Total	18					

Comments: _____

Appendix D
U.S. Immigration Regulations and Procedures



International Students in the United States:
A Guide for Secondary School Administrators

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There are various U.S. immigration regulations and procedures with which U.S. secondary schools that admit foreign students need to be familiar. Some information about these regulations and procedures is given in the sections, Considerations and Issues for Principals, Admission/Academic Placement and Guidance/Counseling. For greater detail, readers are referred to the *Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars* (1982) and the *Emendations* (1983), a partial revision of the *Adviser's Manual,* which are available from the National Association for Foreign Student Affairs (NAFSA), 1860 19th Street, N.W., Washington, DC 20009, phone: 202/462-4811. The *Adviser's Manual* is $2 per copy; the *Emendations* are $5 per copy. The information and sample forms in this appendix have been reprinted from the *Adviser's Manual* and *Emendations* with permission of NAFSA. It is highly recommended that at least one copy of these publications be available in each school district so administrators will have a quick, reliable reference for answering foreign student immigration questions.

PROCEDURES FOLLOWED BY A STUDENT APPLYING FOR AN F-1 VISA AND ENTERING THE UNITED STATES

Obtaining an F-1 Visa

In order to apply for admission to the United States as an F-1 student, an individual must first apply for and be granted admission to a school which previously has been approved by the U.S. Immigration and Naturalization Service (INS), acting for the Attorney General, to accept foreign students. When the applicant is granted admission to the school, he/she is sent a Form I-20AB, Certificate of Eligibility for F-1 Student Status.

When a student receives the Form I-20AB from an institution, he/she takes it, his/her passport and evidence of the source and amount of financial support to the U.S. Consulate which has jurisdiction over his/her place of residence. The student must then demonstrate to the U.S. consular officer that he/she is a *bona fide* student, has sufficient funds to provide for all expenses in the United States, is qualified to attend the school to which admission has been granted, actually intends to attend that school and has a residence in the home country to which there is a definite commitment to return. Several of these points are subject to wide latitude of interpretation by the consular officer, but none is more troublesome than the final one regarding the ultimate intention of the student. The consular officer is not only authorized, but *required,* to determine the intent of the applicant, and the consular officer's determination and decision are *not subject to appeal* of any kind. Thus, it is frequently found that students who appear to be *bona fide* students are not issued visas because the consular officer has determined that they do not intend to return home (perhaps on no firmer ground than the existence of a U.S. citizen brother), or do not meet some other qualification necessary to be a *bona fide* F-1 student under the law. Such determinations are *final,* and it is very rare that a consular officer can be convinced to change an initial determination of an applicant's intent.

Entering the United States

If the consular officer finds the applicant to be qualified in all ways, a visa will be stamped on a page of the applicant's passport. The visa stamp gives the student permission to apply at a port of entry for admission to the United States. At the port of entry, the student must again produce the Form I-20AB issued by the school, show evidence of financial support and convince the immigration inspector that he/she is qualified in all ways to be admitted to the United States as an F-1 student. If the immigration inspector's determination is positive, the student is considered to have been inspected and admitted to the United States. The Form I-94 (Arrival/Departure Record) will be completed by the immigration inspector and the student will be given that form and a Form I-20-ID indicating the date and place of admission to the United States, immigration classification as an F-1 student and the date to which he/she is permitted to remain in the United States. If the student wishes to stay in the United States beyond that date, he/she must apply to INS with the endorsement of his/her school for an extension of stay by filing a Form I-538, Application by Nonimmigrant Student (F-1) for Extension of Stay, School Transfer, Permission to Accept or Continue Employment or Practical Training. Failure to do so constitutes a violation of status. Most F-1 students, with the exception of those attending English language programs, will be given the notation "D/S" rather than a specific terminal date. This notation means "duration of status" and indicates that the student is allowed to remain in the United States without extending his/her stay so long as he/she attends the school authorized for attendance, maintains a full course of study during the academic year and does not accept unauthorized employment.

U.S. VISA CLASSIFICATIONS FOR NONIMMIGRANTS

A nonimmigrant is any person whose reason for coming to the United States involves a temporary stay that will end when its purpose has been accomplished. Following are the U.S. visa classifications for nonimmigrants in the United States.

Visa Symbol	Class
A-1	Ambassador, public minister, career diplomat or consular officer and members of immediate family
A-2	Other foreign government official or employee and members of immediate family
A-3	Attendant, servant or personal employee of alien classified A-1 or A-2 and members of immediate family
B-1	Temporary visitor for business
B-2	Temporary visitor for pleasure
C-1	Alien in transit
C-2	Alien in transit to United Nations Headquarters District under Section 11(3), (4) or (5) of Headquarters Agreement
C-3	Foreign government official, members of immediate family, attendant, servant or personal employee, in transit
D	Crewman (seaman or airman)
E-1	Treaty trader, spouse and children
E-2	Treaty investor, spouse and children
F-1	Student
F-2	Spouse or child of student
G-1	Principal resident representative of recognized foreign member government to international organization, his/her staff and members of immediate family
G-2	Other representative of recognized foreign member government to international organization and members of immediate family
G-3	Representative of nonrecognized or nonmember foreign government to international organization and members of immediate family
G-4	International organization officer or employee and members of immediate family
G-5	Attendant, servant or personal employee of alien classified G-1, G-2, G-3 or G-4 and members of immediate family
H-1	Temporary worker of distinguished merit and ability
H-2	Temporary worker performing services unavailable in the United States
H-3	Trainee
H-4	Spouse or child of alien classified H-1, H-2 or H-3
I	Representative of foreign information media, spouse and children
J-1	Exchange visitor
J-2	Spouse or child of exchange visitor
K-1	Fiancée or fiancé of U.S. citizen
K-2	Child of fiancée or fiancé of U.S. citizen
L-1	Intracompany transferee
L-2	Spouse or child of alien classified L-1
NATO-1	Principal permanent representative of member state to NATO (including any of its subsidiary bodies) resident in the United States and resident members of his official staff; Secretary General, Deputy Secretary General, Assistant Secretaries General and Executive Secretary of NATO; other permanent NATO officials of similar rank; and members of immediate family
NATO-2	Other representatives of member states to NATO (including any of its subsidiary bodies) including representatives, advisers and technical experts of delegations and members of immediate family; dependents of member of a force entering in accordance with provisions of the NATO Status-of-Forces Agreement or in accordance with the provisions of the "Protocol on the Status of International Military Headquarters"; members of such a force if issued visas
NATO-3	Official clerical staff accompanying a representative of member state of NATO (including any of its subsidiary bodies) and members of immediate family
NATO-4	Officials of NATO (other than those classifiable under NATO-1) and members of immediate family
NATO-5	Experts, other than NATO officials classifiable under the symbol NATO-4, employed on missions on behalf of NATO; and their dependents
NATO-6	Members of a civilian component accompanying a force entering in accordance with the provisions of the NATO Status-of-Forces Agreement; members of a civilian component attached to or employed by an Allied Headquarters under the "Protocol on the Status of International Military Headquarters" set up pursuant to the North Atlantic Treaty; and their dependents
NATO-7	Attendant, servant or personal employee of alien classified as NATO-1, NATO-2, NATO-3, NATO-4, NATO-5 or NATO-6 and members of immediate family

INSTRUCTIONS FOR FILING FORMS I-17AB

U.S. DEPARTMENT OF JUSTICE
Immigration and Naturalization Service

Petition for Approval of School for
Attendance by Nonimmigrant Students

INSTRUCTIONS - (Please tear off this page before submitting petition.)

1. Filing of Petition: This petition (Form I-17) must be submitted in duplicate or with legible photocopies of pages 1, 2, and 3 to the district director or officer-in-charge of the Immigration and Naturalization Service office having administrative jurisdiction over the place in which the school or school system is located. One petition may be filed for an entire school system if all schools in the system are located in the same immigration district. Separate petitions are required for school-system schools located within the jurisdiction of different district directors. If the petition is for a school system, attach a Form I-17B listing those schools and campuses included in this petition. If a previously approved school system wishes approval for schools or campuses not listed on its original Form I-17B or wishes to delete schools or campuses that are, or to correct or update information on its original I-17B, it must submit a new Form I-17, without fee, accompanied by Form I-17B and, if applicable, Form I-17A, Designated School Officials. If a previously approved school that was not a school system becomes a school system and wishes approval for additional school (s) or campus(es), it must submit a new Form I-17, without fee, accompanied by Form I-17B, and, if applicable, Form I-17A.

2. Payment of Fee: A fee of fifty dollars ($50) must be paid for filing this petition. It cannot be refunded regardless of the action taken on the petition. DO NOT MAIL CASH. ALL FEES MUST BE SUBMITTED IN THE EXACT AMOUNT. Payment by check or money order must be drawn on a bank or other institution located in the United States and be payable in United States currency. If petitioner resides in Guam, check or money order must be payable to the "Treasurer, Guam". If petitioner resides in the Virgin Islands, check or money order must be payable to the "Commissioner of Finance of the Virgin Islands". All other petitioners must make the check or money order payable to the "Immigration and Naturalization Service". When check is drawn on account of a person other than the petitioner, the name of the petitioner must be entered on the face of the check. If petition is submitted from outside the United States, remittance may be made by bank international money order or foreign draft drawn on a financial institution in the United States and payable to the Immigration and Naturalization Service in United States currency. Personal checks are accepted subject to collectibility. An uncollectible check will render the petition and any document issued pursuant to it invalid. A charge of $5.00 will be imposed if a check in payment of a fee is not honored by the bank on which it is drawn. A fee is not required if the petitioner is a school or school system owned or operated as a public educational institution or system by the United States or a state or a political subdivision of it. Also, a fee is not required if the petition is for continuation of approval previously granted by the Immigration and Naturalization Service. (See instruction No. 9.)

3. Execution of Petition: This form must be executed by the principal officer of the school authorized to execute contracts. A petition in behalf of a public school must be made by the School Board and signed by its president or chairman. In the case of a petition in behalf of a public school, only questions 1 through 7, 9, 11, 12, and 14 must be completed.

4. Supporting Documents:

(a) General - Except in the case of a petition by a school within category (a), (b), or (c) of paragraph No. 5 below, a school catalog, if one is issued, must be submitted. If not included in the catalog or if a catalog is not issued, the school must furnish a written statement containing information concerning: (1) the size of its physical plant; (2) the nature of its facilities for study and training; (3) the educational, vocational, or professional qualifications of the teaching staff; (4) the salaries of teachers; (5) attendance and scholastic grading policy; (6) the amount and character of supervisory and consultative services available to students and trainees; and (7) finances (including certified copy of accountant's last statement of school's net worth, income and expenses.) Unless the petitioner is within categories (i) or (ii) of paragraph (4) (b) below, it must submit a certification by the appropriate licensing, approving, or accrediting official that it is licensed, approved, or accredited. In lieu of such a certification, a school which is recognized by a state approving agency as an "educational institution" for study by veterans under the provisions of P. L. 550 (82nd Congress) may submit a statement of recognition signed by the appropriate official of the state approving agency. A charter is not considered a license, approval, or accreditation.

(b) Additional Documents Required -

(i) School or school system owned or operated as a public educational institution by the United States or a state or political subdivision of it - must submit a certification to that effect signed by the appropriate public official.

(ii) Private or parochial elementary or secondary school or school system-must submit a certification signed by the appropriate public official that it meets the requirements of the state or local educational system.

(iii) Institution of higher education not included within category (a) or (b) of paragraph No. 5-must submit evidence that it confers upon its graduates recognized bachelor's, master's, doctor's, professional, or divinity degrees, or if it does not confer these degrees, that its credits have been and are accepted unconditionally by at least three institutions of higher learning within category (a) or (b). If unable to submit evidence of the unconditional acceptance of its credits, the petitioner may submit a statement that the petitioner is recognized as a "correspondent" or "candidate for accreditation" from a nationally recognized regional association which has jurisdiction over accreditation of institutions of higher education in the geographical area where the petitioner is located.

(iv) Elementary or secondary school not included within category (a) or (b) of paragraph No. 5-must submit evidence that it qualifies graduates for acceptance by schools of higher educational level within category (a), (b), or (c) of paragraph No. 5.

(v) Vocational school, business school, language school, or American institution of research recognized as such by the Attorney General-must submit evidence that its courses of study are accepted as fulfilling the requirements for the attainment of an educational, professional, or vocational objective and are not avocational or recreational in character.

5. Consultation by the Immigration and Naturalization Service with the Department of Education: Before a decision is made on the petition, the district director will consult the Department of Education by transmitting to that department the petition, supporting documents, and any report of interviews or other inquiry conducted by the Service, with a request for advice as to whether the petitioner is an established institution of learning or other recognized place of study, is operating a bona fide school, and has the necessary facilities, personnel and finances to instruct in recognized courses. Since the Department of Education has advised that each of the following is so considered, however, consultation with that department is not required if the school is within one of the following categories:

(a) Any school or school system owned or operated as a public educational institution by the United States or a state or political subdivision of it;

(b) Any school listed in the current Department of Education publication "Accredited Postsecondary Institutions and Programs", or "Education Directory, Colleges and Universities".

(c) Any secondary school operated by or as part of an institution of higher learning listed in the current Department of Education publication, "Accredited Postsecondary Institutions and Programs" or "Education Directory, Colleges and Universities".

6. Interview of Petitioner: An authorized representative of the petitioner will be requested to appear in person before an immigration officer prior to adjudication of the petition, to be interviewed under oath concerning eligibility of the school for approval. If the school is within category (a), (b), or (c) of paragraph No. 5, the interview may be waived.

Instructions Continued On Reverse

SPECIMEN FORM

7. Eligibility for Approval: To be eligible for approval, the petitioner must establish that it is a bona fide school, that it is an established institution of learning or other recognized place of study, that it possesses the necessary facilities, personnel, and finances to conduct instruction in recognized courses, and that it is, in fact, engaged in instruction of students in these courses.

8. Notification of Approval of Petition: Upon approval of petition, the petitioner will be notified of the action taken.

9. Review of School Approval: Each district director of the Immigration and Naturalization Service is required to review the approval accorded to schools in his or her district from time to time. The review is made to determine whether the school has complied with the reporting requirements concerning students and continues to be eligible for approval. Each school whose approval is reviewed may be required to furnish a currently executed Form I-17 (this form) as a petition for continuation of approval, without fee, together with the supporting documents specified in the form. The review may include an interview of the school's authorized representative and consultation with the Department of Education. If upon completion of the review, the district director finds that the school's approval should not be continued, he or she shall institute proceedings to withdraw its approval.

10. Designated Official: A "designated official" or "designated school official," as defined in 8 CFR 214.3(l)(1), means a regularly employed member of the school administration whose office is located at the school and whose compensation does not come from commissions for recruitment of foreign students. An individual whose principal obligation to the school is to recruit foreign students for compensation does not qualify as a designated official. The president, owner, or head of a school or school system must designate a designated official. The designated official may not delegate this designation to any other person. No school or institution may have more than five designated officials at any one time except that in a multi-campus institution, no campus may have more than five designated officials at any one time. In an elementary or secondary school system, however, the entire school system is limited to five designated officials at any one time. Form(s) I-17A listing up to five designated school officials for each school or campus within a school system (except an elementary or secondary school system) must be attached to this form, but it is not necessary for each school or campus to have its own designated officials. If there is a change in designated officials, a new Form I-17A must be submitted to the Immigration and Naturalization Service office having jurisdiction over the school within thirty days. A designated official may sign certain forms relating to and has other responsibilities with respect to F-1 and/or M-1 students.

11. Change in School Term or School Classification Code: If a previously approved school has changed its school term or wishes to change its school classification code (F or M or both), it must submit a new Form I-17, without fee, and, if applicable, Form I-17A and/or I-17B.

SAMPLE FORM I-17

SAMPLE FORM I-17

U.S. DEPARTMENT OF JUSTICE
Immigration and Naturalization Service

Petition for Approval of School for Attendance by Nonimmigrant Students

OMB 1115-0070
Exp. 4-86

INS USE ONLY

School Code ___ ___ ___ 214F ___ ___ ___ ___

Approval for attendance of students under:
1. ☐ Section 101(a)(15)(F) of the Act.
2. ☐ Section 101(a)(15)(M) of the Act.
3. ☐ Both of the above sections of the Act.

This request is to:
1. ☐ Create a file.
2. ☐ Update a file.

Fee Stamp

Date of Approval

DD

District

This section is to be COMPLETED BY THE SCHOOL - DO NOT WRITE ABOVE THIS LINE - (Please read instructions before filling in form.) If you need more space to answer fully any items on this form, use a separate sheet; identify each answer with the letter and number of the corresponding item, and sign and date each sheet.

PRESS FIRMLY - LEGIBLE COPY REQUIRED

TO THE IMMIGRATION AND NATURALIZATION SERVICE:

1. Petition is made for approval, or continuation of approval, of this institution as a school for attendance by nonimmigrant alien students under (complete as appropriate):
   a. ☐ Section 101(a)(15)(F) of the Act (academic and language students),
   b. ☐ Section 101(a)(15)(M) of the Act (vocational students),
   c. ☐ Both of the above sections of the Act, and the following statement of fact is submitted:

2. Name of school

3. Mailing address of school

4. This school is a:
   a. ☐ Public Institution (Leave No. 10 blank. Please note that no fee is required. See instruction No. 2)
   b. ☐ Private Institution (Complete No. 10).

5. This school is engaged in: (Check appropriate blocks and explain further if necessary).
   a. ☐ Primary Education
   b. ☐ High School Education (Academic or Vocational)
   c. ☐ Vocational or Technical Education (Other than High School)
   d. ☐ Language Training
   e. ☐ Higher Education (issuing one or more of the following degrees: Associate, Bachelor's, Master's, PhD)
   f. ☐ Other (identify) _____

6. This school's sessions are based on:
   a. ☐ Semesters
   b. ☐ Trimesters
   c. ☐ Quarters
   d. ☐ Other (explain) _____

7. Provide the date (month and day) registration begins for EACH session during a calendar year, including the summer session if your school has one. If there is no beginning registration date, please explain. If there are more than five sessions in your school, do NOT enter any information in this space, but list all beginning registration dates on a piece of paper attached to this form.
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____

SAMPLE FORM I-17

Form I-17 (Rev. 4-4-83)N

Please continue on Page 2

RECEIVED	TRANS IN	RET'D-TRANS OUT	COMPLETED

8. Date school was established

9. Location of school (if different from mailing address)

10. Name and address of owner

11. a. ☐ Petition is for initial approval. (See instruction No. 2)
b. ☐ Petition is for continuation of approval (See instructions No. 2 and 9). If for continuation, complete the following:
(i) Date of original approval _____
(ii) INS File Number _____

12. The school operates under the following Federal, state, local, or other authorization (If none, write "none"):

13. The school has been approved by the following national, regional, or state accrediting association or agency (If none, write "none"):

14. Nature of subject matter taught (check as many as are appropriate):
a. ☐ Liberal Arts
b. ☐ Fine Arts
c. ☐ Language
d. ☐ Religion
e. ☐ Professional Studies
f. ☐ Vocational or Technical Training
g. ☐ Other (Explain) _____

15. List the degrees available from your school.

16. Check as appropriate and explain further if necessary:
If the school is engaged in elementary or secondary education, it ☐ does ☐ does not qualify its graduates for acceptance by accredited schools of higher educational level. _____

If the school is engaged in higher education, it ☐ does ☐ does not confer recognized bachelor's, master's, doctor's, professional, or divinity degrees. Its credits ☐ are ☐ are not recognized by and transferable to institutions of study which confer degrees. _____

If the school is engaged in vocational or technical education, it ☐ does ☐ does not qualify its graduates for employment in the occupations for which preparation is offered. _____

SAMPLE FORM I-17

17. Sessions are held as follows:
a. ☐ Day Only
b. ☐ Night Only
c. ☐ Day and Night

18. Requirements for admission:

19. Courses of study and time necessary to complete each:

20. Requirements for graduation:

21. Causes for expulsion:

22. Average annual number of
a. Classes _____
b. Students _____
c. Teachers or Instructors _____
d. Non-teaching employees _____

23. Approximate annual total cost of room, board, tuition, etc., per student $ _____

Please continue on Page 3

If the school is approved, THE PETITIONER AGREES:

1. Upon acceptance of any nonimmigrant alien student, to furnish that student a Certificate of Eligibility (Immigration and Naturalization Service Form I-20A/B for an F-1 student or Form I-20M/N for an M-1 student).

2. To keep records containing the following specific information and documents relating to each nonimmigrant F-1 or M-1 student to whom the school issues a Form I-20A/B or I-20M/N, while the student is attending the school and until the school notifies the Service, in accordance with Immigration and Naturalization Service regulations, that the student is no longer pursuing a full course of study. The school must keep a record of having complied with the reporting requirements for at least one year. If a student who is out of status is restored to status, the school the student is attending is responsible for maintaining these records following receipt of notification from the Service that the student has been restored to status. The designated school official must make the following information and documents available to or furnish them to the Immigration and Naturalization Service upon request. The information and documents which the school must keep on each student are as follows:

1. The admission number from the student's Form I-20 ID copy.
2. Country of citizenship.
3. Address and telephone number in the United States.
4. Status, i.e., full-time or part-time.
5. Course load.
6. Date of commencement of studies.
7. Degree program and field of study.
8. Expected date of completion.
9. Nonimmigrant classification.
10. Termination date and reason, if known.
11. The documents which show the scholastic ability and financial status on which the student's admission to the school was based.
12. Information specified by the Service as necessary to identify the student, such as date and place of birth, and to determine the student's immigration status.

SAMPLE FORM I-17

3. That in any advertisement, catalog, brochure, pamphlet, literature, or other material printed or reprinted by or for this school, any statement which may appear in that material concerning approval for attendance by nonimmigrant students must be limited solely to the following:

"This school is authorized under Federal law to enroll nonimmigrant alien students."

I CERTIFY that I am authorized to execute this petition. I understand that unless this institution fully complies with all terms as described on this form, approval may be withdrawn.

Dated at _____, this _____ day of _____,19 ____.

Signature _____

Title _____

SAMPLE FORM I-17A

U.S. DEPARTMENT OF JUSTICE
Immigration and Naturalization Service

Designated School Officials

Approved OMB 1115-0070
Expires 04/30/86

INSTRUCTIONS -
A "designated official" or "designated school official", as defined in 8CFR214.3(l)(1), means a regularly employed member of the school administration whose office is located at the school and whose compensation does not come from commissions for recruitment of foreign students. An individual whose principal obligation to the school is to recruit foreign students for compensation DOES NOT QUALIFY as a designated official. The designated official MAY NOT delegate this authority to any other person. No school or institution may have more than five designated officials at any one time. (In a multi-campus institution, each campus may have as many as five designated officials. In an elementary or secondary school system, however, the entire school system is limited to five designated officials.)

Form(s) I-17A (this form) listing up to five designated officials for each school or campus within a school system (except an elementary or secondary school system) must be attached to each Form I-17, Petition for Approval of School for Attendance by Nonimmigrant Students, but it is not necessary for each school or campus to have its own designated officials. If there is a change in designated officials, a new Form I-17A must be submitted to the Immigration and Naturalization Service office having jurisdiction over the school within thirty days. Only the new designated official(s) need to be listed when there is a change in designated officials.

A designated official may sign certain forms relating to and has other responsibilities with respect to F-1 and/or M-1 students.

I, THE UNDERSIGNED, have read the Immigration and Naturalization Service's regulations relating to nonimmigrant students, namely 8 CFR 214.1(b), 8 CFR 214.2(f), and 8 CFR 214.2(m); the Service's regulations relating to change of nonimmigrant classification for students, namely 8 CFR 248.1(c), 8 CFR 248.1(d), 8 CFR 248.3(b), and 8 CFR 248.3(d); the Service's regulations relating to school approval, namely 8 CFR 214.3; and the Service's regulations relating to withdrawal of school approval, namely 8 CFR 214.4. I intend to comply with these regulations. (Press Firmly - Legible Copy Required)

Designated Official Number 1 LAST NAME, FIRST NAME (Print or Type) Telephone number	Title (Print or Type)	Signature	☐ Initial designation ☐ Replacement for previous designated official number 1
Designated Official Number 2 LAST NAME, FIRST NAME (Print or Type) Telephone number	Title (Print or Type)	Signature	☐ Initial designation ☐ Replacement for previous designated official number 2
Designated Official Number 3 LAST NAME, FIRST NAME (Print or Type) Telephone number	Title (Print or Type)	Signature	☐ Initial designation ☐ Replacement for previous designated official number 3
Designated Official Number 4 LAST NAME, FIRST NAME (Print or Type) Telephone number	Title (Print or Type)	Signature	☐ Initial designation ☐ Replacement for previous designated official number 4
Designated Official Number 5 LAST NAME, FIRST NAME (Print or Type) Telephone number	Title (Print or Type)	Signature	☐ Initial designation ☐ Replacement for previous designated official number 5

SAMPLE FORM I-17A

I, THE UNDERSIGNED PRESIDENT, OWNER, OR HEAD of the school or school system named below certify that the above individuals are designated officials of the school or school system.

Name (Print or Type) | Title (Print or Type) | Signature

Name of School System, School, or Campus (List all schools or campuses and their three-digit suffixes for which the above officials are designated if for more than one school or campus but not for the entire school system)

INS FILE No. if known: —— 214F —— - —— Date
(Omit three digit suffix if school system, other than an elementary or secondary school system, designating not more than five school officials for the entire system or for more than one school or campus within the system)

Address of School System, School, or Campus

Form I-17A (5-1-83)

SAMPLE FORM I-17B

U.S. DEPARTMENT OF JUSTICE
Immigration and Naturalization Service

School System Attachment

Approved OMB 1115-0070
Expires 04/30/86

INSTRUCTIONS - If a school system is seeking approval for a number of schools for attendance by nonimmigrant students, this form must be completed and submitted with Form I-17. Furnish all known information for each school or campus within the system. If more space is needed to list all schools, attach additional forms as necessary, and number each at the bottom. Please PRINT or TYPE all information on this form.

If an approved school system wishes to update or correct the information on its original Form I-17B, a new Form I-17 must be submitted, without fee, accompanied by Form I-17B and, if applicable, I-17A.

PRESS FIRMLY - LEGIBLE COPY REQUIRED.

Name of School System _____ INS File Number _____

Requested Action:

a. ☐ Initial approval for the following school(s) or campus(es):
b. ☐ Addition of the following school(s) or campus(es) to the list of approved institutions within the above school system:
c. ☐ Removal of the following school(s) or campus(es) from the list of approved institutions within the above school system:
d. ☐ Change or correction in the following information relating to school(s) or campus(es) which have been approved. (Fill in only the information which is to be added to or adjusted in the INS records, and the school's three-digit suffix):

1. School or Campus Name	2. School or campus 3-digit suffix
3. Mailing Address (include ZIP Code)	4. Location (if different from mailing address)

1. School or Campus Name	2. School or campus 3-digit suffix
3. Mailing Address (include ZIP Code)	4. Location (if different from mailing address)

1. School or Campus Name	2. School or campus 3-digit suffix
3. Mailing Address (include ZIP Code)	4. Location (if different from mailing address)

1. School or Campus Name	2. School or campus 3-digit suffix
3. Mailing Address (include ZIP Code)	4. Location (if different from mailing address)

1. School or Campus Name	2. School or campus 3-digit suffix
3. Mailing Address (include ZIP Code)	4. Location (if different from mailing address)

SAMPLE FORM I-17B

GENERAL SCHOOL DOCUMENTATION GUIDELINES

SCHOOL TYPE	CATALOG OR EQUIVALENT	CERTIFICATION, LICENSE, APPROVAL, OR ACCREDITATION
I. Public educational institution.	no catalog necessary.	Certification that it is owned or operated as a public educational institution by the U.S. or a state or political sub-division of the U.S. signed by the appropriate public official.
II. School of higher education listed in Dept. of Education publication.*	no catalog necessary.	Same as # I above if public educational institution. -Otherwise, a certification by the appropriate licensing, approving, or accrediting official that is licensed, approved, or accredited (not a charter).
III. Secondary school operated by or as a part of an institution of higher learning listed in Dept. of Education publication.*	no catalog necessary.	Same as # I above if public educational institution. -Otherwise, a certification that it meets the requirements of the state or local public educational system which has been signed by the appropriate public official.
IV. School other than I, II, or III.	School catalog OR If no catalog is issued, or if information not in catalog, written statement indicating: (1) The size of the physical plant. (2) The nature of the facilities for study and training. (3) The educational, vocational, or professional qualifications of the teaching staff. (4) The salaries of teachers. (5) The attendance and scholastic grading policy. (6) The amount and character of supervisory and consultative services available to students and trainees. (7) The finances (including certified copy of accountant's last statement of school's net worth, income, and expenses)	Certification that it meets the requirements of the state or local public educational system which has been signed by the appropriate public official, if private or parochial elementary or secondary institution. -Otherwise, a certification by the appropriate licensing, approving, or accrediting official that is licensed, approved, or accredited (not a charter).

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SPECIAL DOCUMENTATION FOR CERTAIN SCHOOL TYPES

Non-public institution of higher education not listed in Department of Education publication.*	Non-public elementary or secondary school not operated by or as part of institution of learning listed in Department of Education publication.*	vocational school, business school, language school, or American institution of research recognized by the Attorney General.
		Evidence that its courses of study are accepted as fulfilling the requirements for the attainment of an educational, professional, or vocational objective and are not avocational or recreational in character.
		Same as #1
		Same as #1
Evidence that it confers upon its graduates recognized bachelor's, master's, doctor's, professional, or divinity degrees, or if it does not confer these degrees, that its credits have been and are accepted unconditionally by at least 3 institutions of higher learning which are public educational institutions or which are listed in Department of Education publication.* OR A statement that it is recognized as a "correspondent" or "candidate for accreditation" from a nationally recognized regional association which has jurisdiction over accreditation of institutions of higher education in the geographical area where it is located.	Evidence that attendance at it satisfies the compulsory attendance requirements of the state in which it is located. (See CERTIFICATION, LICENSE, APPROVAL OR ACCREDITATION) Evidence that it qualifies graduates for acceptance by schools of higher educational level which are public educational institutions, which are listed in Department of Education publicaton*, or which are secondary schools operated by or as part of institutions of higher learning listed in Department of Education publication*.	Same as #1

* "Accredited Postsecondary Institutions and Programs"
or
"Education Directory, Colleges and Universities"

GPO 900-128

SAMPLE FORM I-20AB

U.S. Department of Justice
Immigration and Naturalization Service
Please read instructions on PAGE 6

Certificate of Eligibility for Nonimmigrant (F-1) Student Status - For Academic and Language Students

OMB No.1115-0051
Expires 4-30-86
PAGE 1

This page must be completed and signed in the U.S. by a designated school official.

FAMILY NAME (SURNAME)

FIRST (GIVEN) NAME (do not enter middle name)

DATE OF BIRTH
DAY | MO | YR

COUNTRY OF CITIZENSHIP

COUNTRY OF BIRTH

For Immigration Official

☐ REINSTATED. EXTENSION GRANTED TO

Visa Issuing Post

DATE VISA ISSUED

NUMBER OF VISA

ADMISSION NUMBER (Complete if known)

School Name

School Official to be notified of student's arrival in U.S. (Name and Title)

School Address (Include Zip Code)

1. This school is approved by the Immigration and Naturalization Service for attendance by nonimmigrant students (fill out all blanks):
School name (School/School District) _____
Approval granted on (date)_____ School file number (including 3-digit suffix)_ _ _ - _ _ _ - _ _ _ - _ _ _
2. This certificate is issued to the student named above for (check and fill out as appropriate):
   a. ☐ Initial attendance at this school.
   b. ☐ Continued attendance at this school after a temporary absence from the United States.
   c. ☐ Transfer.
   d. ☐ Use by spouse and/or children in acquiring nonimmigrant F-2 classification.
   e. ☐ Other (specify): _____
3. The student named above has been accepted for a full course of study at this institution (complete each of the following):
   Majoring in the field of _____
   The student is expected to report to the school not later than (date)_____, and complete studies not later than (date) _____. The normal length of the course of study is _____
4. Level of education of course of study student is pursuing or will pursue in the United States (Check only one):
   a. ☐ Primary c. ☐ Undergraduate e. ☐ Graduate-Ph D g. ☐ Other
   b. ☐ High school d. ☐ Graduate-Master's f. ☐ Language training
5. a. Proficiency in the English language ☐ is required.
   1. ☐ The school has determined that the student has the required proficiency.
   2. ☐ If the student is not so proficient, he or she will be given instruction at the school consisting of: _____
   b. Proficiency in the English language is not ☐ required. Explain why not: _____
6. This school estimates the student's average costs for an academic term of _____ months (up to 12 months) to be the following:
   a. Tuition and fees $_____
   b. Living expenses $_____
   c. Expenses of dependent(s): $_____
   d. Other (specify) $_____ Total $_____
7. This school has information showing the following as the student's means of support, estimated for an academic term of _____ months up to 12 months (must be the same number of months given in item #6):
   a. Personal funds of the student: $_____
   b. Family funds from abroad: $_____
   c. Funds from this school (Specify type): _____ $_____
   d. Funds from another source (Specify type/source): _____ $_____
   e. On-campus employment, if applicable: $_____ Total $_____
8. Remarks (complete as appropriate): _____

I certify under penalty of perjury that:
All information provided above in items 1 through 8 was completed before I signed this form and is true and correct; I executed this form in the United States after review and evaluation in the United States by me or other officials of this school of the student's application, transcripts or other records of courses taken and proof of financial responsibility which were received at the school prior to the execution of this form; the school has determined that the above-named student's qualifications meet all standards for admission to the school; the student will be required to pursue a full course of study as defined by 8 CFR 214.2(f)(6); I am a designated official of the above-named school and I am authorized to issue this form.

Signature of Designated School Official	Name of School Official (printed or typed)	Title	Date Issued	Place Issued (City and State)	MICROFILM INDEX NUMBER (FOR OFFICIAL USE ONLY)

Form 1-20A-B (Rev 5-1-83)N

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SAMPLE FORM I-20A-B
I-20A SCHOOL

Authority for collecting the information on this and related student forms is contained in 8 U.S.C. 1101 and 1184. The information solicited will be used by the Department of State and the Immigration and Naturalization Service to determine eligiblity for the benefits requested.

The law provides severe penalties for knowingly and willfully falsifying or concealing a material fact, or using any false document in the submission of this form.
Fill in ONLY the bottom of page 2 and the bottom of page 8 of this form. Remove and keep pages 3,4, and 8.

PLEASE READ CAREFULLY, AND BE SURE THAT YOU UNDERSTAND THE FOLLOWING BEFORE SIGNING BELOW.

STUDENT

FORM I-20 ID COPY The first time I enter the United States, I must present a Form I-20 ID copy with this form. I must complete on the Form I-20 ID copy the spaces regarding my name, date of birth, and country of citizenship. It will be returned to me endorsed with my admission number. I must have my Form I-20 ID copy with me at all times. I must not surrender it when I leave the United States. Failure to have it with me if I apply to reenter the United States will delay my entry into the United States. If I lose my Form I-20 ID copy, I must request a new one, on Form I-102, from the Immigration and Naturalization Service office having jurisdiction over the school I was last authorized to attend. My admission number must be included in my request. I understand that the school I was last authorized to attend is required to keep a record of my admission number until the school reports to the Immigration and Naturalization Service that I am no longer attending that school.

ADMISSION I must give this form (I-20A and I-20B) to the American consular officer at the time I apply for a visa (unless I am exempt from visa requirements), and to the immigration officer with evidence of my ability to support myself while pursuing a full course of study when I arrive in the United States. If I am exempt from visa requirements and am applying for admission to the United States as an F-1 student, I must give the immigration officer this form and evidence of my ability to support myself while pursuing a full course of study.

SCHOOL If I am applying for entry to the United States for the first time after being issued an F-1 visa, I will not be admitted unless I plan to attend the school specified in that visa. If, before I depart for the United States, I decide to attend another school, I will present an I-20 A-B from that school to the issuing consular officer to have that school specified in my visa.

EMPLOYMENT I am not permitted to work off-campus or to engage in business unless I have received permission to do so from the Immigration and Naturalization Service. If I require employment, I may apply for permission to work (on Form I-538) accompanied by my Form I-20 ID copy. My application must be based on financial need arising after receiving student status, or the need to obtain practical training. My alien spouse or child (F-2 classification) may not work in the United States.

PERIOD OF STAY I am permitted to remain in the United States only while maintaining nonimmigrant student status. I must also maintain a passport which is valid for a period of no less than 6 months, unless I am exempt from passport requirements. I may remain in the United States for duration of status to complete one educational program (e.g. elementary school, bachelor's degree) and any practical training authorized by the Immigration and Naturalization Service plus thirty days. If I wish to pursue another educational program, including another degree at the same level (e.g. a second master's degree), I must apply to the Immigration and Naturalization Service office having jurisdiction over the school I was last authorized to attend (on Form I-538 accompanied by my Form I-20 ID copy) for an extension. To get an extension, I must apply between 15 and 60 days before the date that my authorized stay expires. I may stay while the application is being processed and, if it is approved, until completion of the new educational program and any authorized practical training plus thirty days.

NOTICE OF ADDRESS If I move, I must submit a notice within 10 days of my change of address to the Immigration and Naturalization Service. (The form to be used to make the report is available at any United States Immigration and Naturalization Service office.)

ARRIVAL/DEPARTURE When I depart from the United States, I must give my "Arrival-Departure Record" (Form I-94) to a representative of the steamship or airline if I leave via a seaport or airport, to a Canadian immigration officer if I leave across the Canadian border, or to a United States immigration officer if I leave across the Mexican border. However, I may keep my I-94 for reentering the United States from Mexico or Canada, or from adjacent islands other than Cuba, if I return to the U.S. within 30 days.

SCHOOL TRANSFER WITHIN THE SAME EDUCATIONAL PROGRAM I may remain in the United States only to pursue a full course of study at a specified school. If, after being admitted, I want to transfer to another school within the same educational program, I must give the designated official at the school I was last authorized to attend a properly completed Form I-20A-B from the school to which I wish to transfer before I transfer to that that school. The designated official at the old school must notify the Immigration and Naturalization Service of my intent to transfer within 30 days of the date I give the official Form I-20A-B from the new school. If the official does not notify me that this has been done, I will be out of status unless I report to the Immigration and Naturalization Service within 40 days of the date I gave the official Form I-20 A-B the official's failure to notify them. Within 30 days of the date I register at the new school, the designated official at that school must endorse my Form I-20 ID copy with the appropriate notation. If I was not pursuing a full course of study at the old school, I am not eligible to transfer in this way.

SCHOOL TRANSFER TO PURSUE ANOTHER EDUCATIONAL PROGRAM If I wish to transfer to another school when I apply for an extension to pursue another educational program, a Form I-20A-B completed by the school to which I wish to transfer must be submitted with my application for extension of stay. Sixty days after filing my application, I may transfer to the new school subject to approval or denial of my application. My application will be denied, however, if I have not been taking a full course of study at the school I was last authorized to attend.

REENTRY If I want to reenter the United States as a nonimmigrant student after a temporary absence, I must be in possession of the following: (1) a valid student visa, unless I am exempt from visa requirements; (2) a passport valid for at least six months, unless I am exempt from passport requirements; (3) my Form I-20 ID copy; and (4) a current copy of Form I-20A and I-20B with evidence of my ability to support myself while pursuing a full course of study. (Only a properly endorsed page 4 of Form I-20A-B is required if I am returning from a temporary absence from the United States, to continue studies at the school which I was last authorized to attend unless there has been a change in item(s) 3, 4, 6, and or 7 on page 1 of my most recent Form I-20A-B. If I have been authorized to transfer between schools and am returning to the United States to attend the school to which transfer was authorized as shown on my Form I-20 ID copy, the name of the school I am attending does not need to be specified in my visa.

CHANGE TO NONIMMIGRANT STUDENT STATUS In order to change to F-1 student status from any other nonimmigrant status, I must submit Form I-20A-B, Form I-506, Application for Change of Nonimmigrant Status, a Form I-20 ID copy with the spaces regarding my name, date of birth and country of citizenship completed, my Form I-94, Arrival-Departure Record (WITHOUT MY PASSPORT) and evidence of my ability to support myself to the Immigration and Naturalization Service.

PENALTY If I do not register at the school named in my Form I-20 or if I stop attending school, or take less than a full course of study, or accept unauthorized employment, I fail to maintain my status and may be deported from the United States.

SAMPLE FORM I-20A-B

I am financially able to support myself for the entire period of my stay in the United States while pursuing a full course of study, by: (State source and amount of support—Documentary evidence of means of actual support must be attached to this form). _____

Student Certification

I AUTHORIZE the named school, or any school to which I transfer, to release any information from my records which is needed to determine if I am maintaining the lawful status in which I was admitted to the United States. I further authorize the school to report to the Immigration and Naturalization Service if I fail to register within 60 days of the time expected, to carry a full course of study, or to attend classes to the extent required, or if I become employed and/or terminate attendance at the school. The school is authorized to provide the Service with my name, country of birth, current address, and any other directory information on a regular basis or upon request.

I CERTIFY that all information provided on this form refers specifically to me and is true and correct to the best of my knowledge. I certify that I seek to enter or remain in the United States temporarily, and solely for the purpose of pursuing a full course of study at the school named on Page 1 of this form.

I AGREE to comply with the above terms and with any other conditions of my admission, and those of any extension of stay.

Signature of Student	Name of Student (printed or typed)	Address(City)	(State or Province)	(Country)	(Date)
Current U.S. Address:					
Number and street (Apt. No.)			City	State	Zip Code

Signature of Parent or Guardian if Student is under 18 years of age	Name of Parent or Guardian (printed or typed)	(Relationship)	Address(City)	(State or Province)	(Country)	(Date)

MICROFILM INDEX NUMBER (FOR OFFICIAL USE ONLY) _____

BEST COPY AVAILABLE

U.S. Department of Justice
Immigration and Naturalization Service
Please read instructions on PAGE 6

Certificate of Eligibility for Nonimmigrant (F-1) Student Status - For Academic and Language Students

This page must be completed and signed in the U.S. by a designated school official.

FAMILY NAME (SURNAME)

FIRST (GIVEN) NAME(do not enter middle name)

DATE OF BIRTH DAY MO. YR.

COUNTRY OF CITIZENSHIP

COUNTRY OF BIRTH

For Immigration Official

☐ REINSTATED. EXTENSION GRANTED TO

Visa Issuing Post

DATE VISA ISSUED

NUMBER OF VISA

ADMISSION NUMBER(Complete if known)

School Name

School Official to be notified of student's arrival in U.S. (Name and Title)

School Address (Include Zip Code)

1. This school is approved by the Immigration and Naturalization Service for attendance by nonimmigrant students (fill out all blanks):
School name (School/School District) _____
Approval granted on (date)_____ School file number (including 3-digit suffix)__ __ __ 214F__ __ __ __ - __ __ __ __

2. This certificate is issued to the student named above for (check and fill out as appropriate):
a. ☐ Initial attendance at this school.
b. ☐ Continued attendance at this school after a temporary absence from the United States.
c. ☐ Transfer.
d. ☐ Use by spouse and/or children in acquiring nonimmigrant F-2 classification.
e. ☐ Other (specify): _____

3. The student named above has been accepted for a full course of study at this institution (complete each of the following):
Majoring in the field of _____
The student is expected to report to the school not later than(date)_____ and complete studies not later than (date) _____. The normal length of the course of study is_____

4. Level of education of course of study student is pursuing or will pursue in the United States (Check only one):
a. ☐ Primary c. ☐ Undergraduate e. ☐ Graduate-Ph D g. ☐ Other
b. ☐ High school d. ☐ Graduate-master's ☑ Language training

5.a. Proficiency in the English language ☐ is required.
1. ☐ The school has determined that the student has the required proficiency.
2. ☐ If the student is not yet proficient, he/she will be given instruction at the school consisting of:_____
b. Proficiency in the English language is ☐ required. Explain why not:_____

6. This school estimates the student's average costs for an academic term of_____ months (up to 12 months) to be the following:
a. Tuition and fees $_____
b. Living expenses $_____
c. Expenses of dependent(s): $_____
d. Other (specify) $_____ Total $_____

7. This school has information showing the following as the student's means of support, estimated for an academic term of_____ months up to 12 months (must be the same number of months given in item #6):
a. Personal funds of the student: $_____
b. Family funds from abroad: $_____
c. Funds from this school (Specify type): _____ $_____
d. Funds from another source (Specify type/source):_____ $_____
e. On-campus employment, if applicable: $_____ Total $_____

8. Remarks (complete as appropriate):_____

I certify under penalty of perjury that:
All information provided above in items 1 through 8 was completed before I signed this form and is true and correct; I executed this form in the United States after review and evaluation in the United States by me or other officials of this school of the student's application, transcripts or other records of courses taken and proof of financial responsibility which were received at the school prior to the execution of this form; the school has determined that the above-named student's qualifications meet all standards for admission to the school; the student will be required to pursue a full course of study as defined by 8 CFR 214.2(f)(6); I am a designated official of the above-named school and I am authorized to issue this form.

Signature of Designated School Official	Name of School Official (printed or typed)	Title	Date Issued	Place Issued (City and State)	MICROFILM INDEX NUMBER (FOR OFFICIAL USE ONLY)_____

Form 1-20A-B (Rev 5-1-83)N

STUDENT COPY OF FORM I-20A
SAMPLE FORM I-20A-B

THE FOLLOWING CERTIFICATIONS ARE NOT VALID FOR MORE THAN ONE YEAR. THIS PAGE, WHEN PROPERLY ENDORSED, MAY BE USED FOR ENTRY OF THE SPOUSE AND CHILDREN OF AN F-1 STUDENT FOLLOWING TO JOIN THE STUDENT IN THE UNITED STATES OR FOR REENTRY OF THE STUDENT TO ATTEND THE SAME SCHOOL AFTER A TEMPORARY ABSENCE FROM THE UNITED STATES. (PLEASE READ INSTRUCTIONS ON PAGE 6)

(For entry of spouse and children)
I certify under penalty of perjury that there has been no change in items 3, 6 or 7 on Page 1 of this form (Form I-20A) and that the information on page 3 is identical to the information on page 1.

Signature of Designated School Official	Name of School Official (printed or typed)	Title	Date
Signature of Designated School Official	Name of School Official (printed or typed)	Title	Date

(For reentry of student)
I certify under penalty of perjury that there has been no change in items 3,4,6, or 7 on Page 1 of this form (Form I-20A) and that the information on page 3 is identical to the information on page 1.

Signature of Designated School Official	Name of School Official (printed or typed)	Title	Date
Signature of Designated School Official	Name of School Official (printed or typed)	Title	Date
Signature of Designated School Official	Name of School Official (printed or typed)	Title	Date
Signature of Designated School Official	Name of School Official (printed or typed)	Title	Date

SAMPLE FORM I-20A-B

U.S. Department of Justice
Immigration and Naturalization Service
Please read instructions on PAGE 6

Notice Concerning Nonimmigrant (F-1) Student

I-20B

FAMILY NAME (SURNAME)	
FIRST (GIVEN) NAME(do not enter middle name)	
DATE OF BIRTH DAY MO. YR.	COUNTRY OF CITIZENSHIP
	COUNTRY OF BIRTH

For Immigration Official

- ☐ Student admitted to the United States.
- ☐ School transfer authorized.
- ☐ Student reinstated to student status.
- ☐ Alien granted a change of nonimmigrant classification to that of a student.

School Name	
School Official to be notified of student's arrival in U.S. (Name and Title)	
School Address (Include Zip Code)	ADMISSION NUMBER

SAMPLE FORM I-20A-B

NOTICE TO THE SCHOOL

The above-named person was admitted to, or authorized to remain in, the United States, for a temporary period as a nonimmigrant student. This action was taken based on verification from your school that the person has been accepted at your school as a full-time student. You must comply with requests for information concerning the person's immigration status. If you fail to submit any requested reports or information, the Immigration and Naturalization Service may withdraw its approval of your school for attendance by nonimmigrant students.

A student who, on the basis of the recommendation of your school, has been authorized to accept employment for practical training in a field related to his/her course of study is considered to be in attendance at your school during the authorized period of that employment. Therefore, you are responsible for complying with requests for information concerning the immigration status of such a student.

For Designated School Official (check if appropriate):

☐ I submitted Form I-20A and I-20 Transfer to the Immigration and Naturalization Service on (date)_____ to notify them that the above named person indicated the intent to transfer to your school.

_____
Signature of Designated Official
At School Student was Last Authorized to Attend.

_____
Name of School Official (Printed or typed) Title

_____
Name of School Address of School

SCHOOL

INSTRUCTIONS TO THE SCHOOL

The law provides severe criminal penalties for you and your school for failure to comply with the regulations and instructions governing issuance of this form.

Failure to comply with 8 CFR 214.3(k) may subject you and your school to criminal prosecution.

If you issue this form improperly, provide false information, or fail to submit required reports, the Immigration and Naturalization Service may withdraw its approval of your school for attendance by nonimmigrant students.

IT IS YOUR RESPONSIBILITY:

A. To complete Page 1 (Form I-20A) for any alien you have accepted for a full course of study in your school, if that person:

1. Intends to apply for admission to the United States as a nonimmigrant under Section 101 (a) (15) (F) (i) of the Immigration and Nationality Act (F-1 classification);

2. Is in the United States as an F-1 nonimmigrant and intends to transfer to your school; or

3. Is in the United States and will apply to change his/her nonimmigrant classification to F-1.

B. To endorse Page 4 of this form for any alien you have accepted for a full course of study in your school if that person:

1. Is in the United States in F-1 classification and is departing temporarily from the United States and there has been no change in the information in items 3,4,6, and/or 7 on Page 1 (Form I-20A). If there has been a change in items 3,4,6, and/or 7 on Page 1, a new Form I-20A-B must be issued for reentry after a temporary absence.

2. Has a spouse or children who wish to join the student in the United States and acquire nonimmigrant (F-2) classification, and there has been no change in the information in items 3, 6, and/or 7 on Page 1. If there has been a change in items 3, 6 and/or 7 on Page 1, a new Form I-20A-B must be issued (THE ENDORSEMENT ON PAGE 4 IS NOT VALID FOR MORE THAN ONE YEAR).

C. To establish that any student to whom you issue this form:

1. Is able to pay all expenses incurred (and those of any dependents with the student) while in the United States.

2. Meets all requirements for admission to your school. If you want assistance in determining the student's proficiency in English, contact the Cultural Affairs Officer at the Embassy of the student's country.

D. To be sure each Page 1 (Form I-20A) is signed and issued in the United States by a designated school official of your school as defined in 8CFR 214.3(l)(1). A designated school official who may be authorized by the school to issue this form must be a regularly employed member of the school administration, whose office is located at the school and whose compensation does not come from commissions for recruitment of foreign students. A school official who may be authorized to issue this form does not include individuals whose principal obligation to the school is to recruit foreign students for compensation.

E. To remove the carbon sheet and mail or deliver directly to the student all pages of this form.

F. To endorse page 4 of this form at least once a year if the student requests it or mail or deliver directly to the student a new Form I-20A–B for dependents to use in acquiring F-2 nonimmigrant status.

G. To endorse page 4 of this form at least once a year if the student requests it or mail or deliver directly to the student a new Form I-20A-B when the student is leaving the United States for a temporary absence, if the student will be enrolled in your school immediately after reentry.

H. To retain all evidence which shows the scholastic ability and financial status on which admission was based, as long as the student is attending your school.

I. To comply with requests from the Immigration and Naturalization Service for information concerning the student's immigration status.

SAMPLE FORM I-20A-B

U.S. Department of Justice
Immigration and Naturalization Service
Please read instructions on PAGE 2

Certificate of Eligibility
for Nonimmigrant
(F-1) Student Status

This page must be completed and signed in the U.S. by a designated school official.

FAMILY NAME (SURNAME)

FIRST (GIVEN) NAME(do not enter middle name)

DATE OF BIRTH
DAY MO. YR

COUNTRY OF CITIZENSHIP

COUNTRY OF BIRTH

ADMISSION NUMBER

FORM I–20 TRANSFER

Current Address of Student _____ Student's Telephone Number _____

The above-named person has indicated the intent to transfer to:

Name of School _____ Address of School _____

School File Number of New School (from item 1 on page 1 of Form I-20A): ___ ___ ___ 214F___ ___ ___ ___-___ ___ ___

Check and fill out as appropriate

☐ I recommend the intended transfer

☐ I do not recommend the intended transfer because

a ☐ I do not believe that the student is financially able to attend the school to which he or she intends to transfer.

b ☐ I believe that the student is attempting to prolong his or her stay in the United States.

c ☐ I do not believe that the student is academically qualified to pursue the course of study at the school to which he or she wishes to transfer.

d ☐ I have information which indicates that the student has worked or is working without authority.

e ☐ Other. Explain _____

Signature of Designated Official at School Student was Last Authorized to Attend

Name of School Official (printed or typed)

Title

Date

Name of School

___ ___ ___ 214F___ ___ ___ ___-___ ___ ___

School File Number

Address of School

MICROFILM INDEX NUMBER (FOR OFFICIAL USE ONLY) _____

SAMPLE FORM I-20A-B

U.S. Department of Justice
Immigration and Naturalization Service
Please read instructions on PAGE 2

Certificate of Eligibility
for Nonimmigrant
(F-1) Student Status

This page must be completed and signed in the U.S. by a designated school official.

ADMISSION NUMBER

FAMILY NAME (SURNAME)

FIRST (GIVEN) NAME(do not enter middle name)

DATE OF BIRTH
DAY MO. YR.

COUNTRY OF CITIZENSHIP

COUNTRY OF BIRTH

FORM I-20 TRANSFER (STUDENT TRANSFER COPY)

Check if appropriate:

☐ I submitted Form I-20A and I-20 Transfer to the Immigration and Naturalization Service on (date) _____ to notify them that you indicated to me the intent to transfer to _____ Name of School located at

Address of School

Signature of Designated Official at School Student was Last Authorized to Attend

Name of School Official (printed or typed)

Title

Date

Name of School

Address of School

Form I-20A-B (Rev 5-1-83)N

Authority for collecting the information on this and related student forms is contained in 8 U.S.C. 1101 and 1184. The information solicited will be used by the Department of State and the Immigration and Naturalization Service to determine eligiblity for the benefits requested.

The law provides severe penalties for knowingly and willfully falsifying or concealing a material fact, or using any false document in the submission of this form.
Fill in ONLY the bottom of page 2 and the bottom of page 8 of this form. Remove and keep pages 3,4, and 8.

PLEASE READ CAREFULLY, AND BE SURE THAT YOU UNDERSTAND THE FOLLOWING BEFORE SIGNING BELOW.

STUDENT

FORM I-20 ID COPY The first time I enter the United States, I must present a Form I-20 ID copy with this form. I must complete on the Form I-20 ID copy the spaces regarding my name, date of birth, and country of citizenship. It will be returned to me endorsed with my admission number. I must have my Form I-20 ID copy with me at all times. I must not surrender it when I leave the United States. Failure to have it with me if I apply to reenter the United States will delay my entry into the United States. If I lose my Form I-20 ID copy, I must request a new one, on Form I-102, from the Immigration and Naturalization Service office having jurisdiction over the school I was last authorized to attend. My admission number must be included in my request. I understand that the school I was last authorized to attend is required to keep a record of my admission number until the school reports to the Immigration and Naturalization Service that I am no longer attending that school.

ADMISSION I must give this form (I-20A and I-20B) to the American consular officer at the time I apply for a visa (unless I am exempt from visa requirements), and to the immigration officer with evidence of my ability to support myself while pursuing a full course of study when I arrive in the United States. If I am exempt from visa requirements, and am applying for admission to the United States as an F-1 student, I must give the immigration officer this form and evidence of my ability to support myself while pursuing a full course of study.

SCHOOL If I am applying for entry to the United States for the first time after being issued an F-1 visa, I will not be admitted unless I plan to attend the school specified in that visa. If, before I depart for the United States, I decide to attend another school, I will present an I-20 A-B from that school to the issuing consular officer to have that school specified in my visa.

EMPLOYMENT I am not permitted to work off-campus or to engage in business unless I have received permission to do so from the Immigration and Naturalization Service. If I require employment, I may apply for permission to work (on Form I-538) accompanied by my Form I-20 ID copy. My application must be based on financial need arising after receiving student status, or the need to obtain practical training. My alien spouse or child (F-2 classification) may not work in the United States.

PERIOD OF STAY I am permitted to remain in the United States only while maintaining nonimmigrant student status. I must also maintain a passport which is valid for a period of no less than 6 months, unless I am exempt from passport requirements. I may remain in the United States for duration of status to complete one educational program (e.g. elementary school, bachelor's degree) and any practical training authorized by the Immigration and Naturalization Service plus thirty days. If I wish to pursue another educational program, including another degree at the same level (e.g. a second master's degree), I must apply to the Immigration and Naturalization Service office having jurisdiction over the school I was last authorized to attend (on Form I-538 accompanied by my Form I-20 ID copy) for an extension. To get an extension, I must apply between 15 and 60 days before the date that my authorized stay expires. I may stay while the application is being processed and, if it is approved, until completion of the new educational program and any authorized practical training plus thirty days.

NOTICE OF ADDRESS If I move, I must submit a notice within 10 days of my change of address to the Immigration and Naturalization Service. (The form to be used to make the report is available at any United States Immigration and Naturalization Service office.)

ARRIVAL/DEPARTURE When I depart from the United States, I must give my "Arrival-Departure Record" (Form I-94) to a representative of the steamship or airline if I leave via a seaport or airport, to a Canadian immigration officer if I leave across the Canadian border, or to a United States immigration officer if I leave across the Mexican border. However, I may keep my I-94 for reentering the United States from Mexico or Canada, or from adjacent islands other than Cuba, if I return to the U.S. within 30 days.

SCHOOL TRANSFER WITHIN THE SAME EDUCATIONAL PROGRAM I may remain in the United States only to pursue a full course of study at a specified school. If, after being admitted, I want to transfer to another school within the same educational program, I must give to the designated official at the school I was last authorized to attend a properly completed Form I-20A-B from the school to which I wish to transfer before I transfer to that school. The designated official at the old school must notify the Immigration and Naturalization Service of my intent to transfer within 30 days of the date I give the official Form I-20A-B from the new school. If the official does not notify me that this has been done, I will be out of status unless I report to the Immigration and Naturalization Service within 40 days of the date I gave the official Form I-20 A-B; the official's failure to notify them. Within 30 days of the date I register at the new school, the designated official at that school must endorse my Form I-20 ID copy with the appropriate notation. If I was not pursuing a full course of study at the old school, I am not eligible to transfer in this way.

SCHOOL TRANSFER TO PURSUE ANOTHER EDUCATIONAL PROGRAM If I wish to transfer to another school when I apply for an extension to pursue another educational program, a Form I-20A-B completed by the school to which I wish to transfer must be submitted with my application for extension of stay. Sixty days after filing my application, I may transfer to the new school subject to approval or denial of my application. My application will be denied, however, if I have not been taking a full course of study at the school I was last authorized to attend.

REENTRY If I went to reenter the United States as a nonimmigrant student after a temporary absence, I must be in possession of the following: (1) a valid student visa, unless I am exempt from visa requirements; (2) a passport valid for at least 6 months, unless I am exempt from passport requirements; (3) my Form I-20 ID copy; and (4) a current copy of Form I-20A and I-20B with endorsement of my ability to support myself while pursuing a full course of study. (Only a properly endorsed page 4 of Form I-20A-B is required if I am returning from a temporary absence from the United States, to continue studies at the school which I was last authorized to attend unless there has been a change in item(s) 3, 4, 6, and/or 7 on page 1 of my most recent Form I-20A.) If I have been authorized to transfer between schools and am returning to the United States to attend the school to which transfer was authorized as shown on my Form I-20 ID copy, the name of the school I plan to attend does not need to be specified in my visa.

CHANGE TO NONIMMIGRANT STUDENT STATUS In order to change to F-1 student status from any other nonimmigrant status, I must submit Form I-20A-B, Form I-506, Application for Change of Nonimmigrant Status, a Form I-20 ID copy with the spaces regarding my name, date of birth and country of citizenship completed, my Form I-94, Arrive-Departure Record (WITHOUT MY PASSPORT) and evidence of my ability to support myself to the Immigration and Naturalization Service.

PENALTY If I do not register at the school named in my Form I-20 or if I stop attending school, or take less than a full course of study, or accept unauthorized employment, I fail to maintain my status and may be deported from the United States.

I am financially able to support myself for the entire period of my stay in the United States while pursuing a full course of study, by: (State source and amount of support—Documentary evidence of means of actual support must be attached to this form)._____

SAMPLE FORM

Student Certification

I AUTHORIZE the named school, and any school to which I transfer, to release any information from my records which is needed to determine if I am maintaining the lawful status in which I was admitted to the United States. I further authorize the school to report to the Immigration and Naturalization Service if I fail to register within 60 days of the time expected, to carry a full course of study, or to attend classes to the extent required, or if I become employed and/or terminate attendance at the school. The school is authorized to provide the Service with my name, country of birth, current address, and any other directory information on a regular basis or upon request.

I CERTIFY that all information provided on this form refers specifically to me and is true and correct to the best of my knowledge. I certify that I seek to enter or remain in the United States temporarily, and solely for the purpose of pursuing a full course of study at the school named on Page 1 of this form.

I AGREE to comply with the above terms and with any other conditions of my admission, and those of any extension of stay.

Signature of Student	Name of Student (printed or typed)	Address(City)	(State or Province)	(Country)	(Date)

Current U.S. Address:

Number and street (Apt. No.)	City	State	Zip Code

Signature of Parent or Guardian if Student is under 18 years of age	Name of Parent or Guardian (printed or typed)	(Relationship)	Address(City)	(State or Province)	(Country)	(Date)

MICROFILM INDEX NUMBER (FOR OFFICIAL USE ONLY) _____

BEST COPY AVAILABLE

SAMPLE FORM IAP-66

PLEASE DO NOT STAPLE THIS FORM

OMB-109-R0017

INTERNATIONAL COMMUNICATION AGENCY
ASSOCIATE DIRECTORATE FOR EDUCATIONAL AND CULTURAL AFFAIRS
CERTIFICATE OF ELIGIBILITY FOR EXCHANGE VISITOR (J-1) STATUS

A000006

PART 1 — IT IS HEREBY CERTIFIED THAT:

1 _____ ( ) Male ( ) Female
(FAMILY NAME OF EXCHANGE VISITOR) (FIRST NAME) (MIDDLE NAME)

born ___ ___ ___ in _____, _____
(Mo.) (Day) (Yr.) (City) (Country)

a legal permanent resident of _____ ____, whose position in
(Country) (Code)

that country is _____ ____
(Pos Code)

U.S. address

THE PURPOSE OF THIS FORM IS TO:

1 ( ) Begin a new program
2 ( ) Extend an on going program
3 ( ) Transfer to a different program
4 ( ) Replace a lost form
5 ( ) Permit visitor's immediate family to enter U.S. separately

2 will be sponsored by _____

_____ to participate in Exchange Visitor Program No ____-____-_____, which is still valid and is officially described as follows:

3 This form covers the period from ___ ___ ___ to ___ ___ ___ (one year maximum.)
(Mo.) (Day) (Yr.) (Mo.) (Day) (Yr.)
If this form is for family travel or replaces a lost form, the expiration date on the exchange visitor's I-94 is _____

4 The category of this visitor is 1 ( ) Student, 2 ( ) Trainee, 3 ( ) Teacher, 4 ( ) Professor, 5 ( ) Research Scholar or Specialist, 6 ( ) International Visitor, 7 ( ) Professional Trainee, and the specific educational field or non-study activity to be engaged in is Code No _____, verbally described as follows:
(Subj/Field Code)

5 During the period covered by this form, it is estimated that the following financial support (in U.S. $) will be provided to this exchange visitor by:

a ( ) The Program Sponsor in item 2 above $ _____

Financial support from organizations other than the sponsor will be provided by one or more of the following:

b1 ( ) U.S. Government Agency(ies) _____ (Agency Code) $ _____, b2 _____ (Agency Code) $ _____

c1 ( ) International Organization(s) _____ (Int. Org. Code) $ _____, c2 _____ (Int. Org. Code) $ _____

d ( ) The Exchange Visitor's Government $ _____

e ( ) The binational Commission of the visitor's Country $ _____

f ( ) All other organizations providing support $ _____

g ( ) Personal funds $ _____

(If necessary, use above spaces for funding by multiple U.S. Agencies or Intl. Organizations)

SAMPLE FORM IAP-66

6 I.N.S. USE

7 _____
(Name of Official Preparing Form) (Title)

_____
(Address)

_____
(Signature of Responsible Officer or Alternate R.O.) (Date)

PART II—ENDORSEMENT OF CONSULAR OR IMMIGRATION OFFICER REGARDING SECTION 212(e) OF THE I.N.A.

I, (Name) _____

(Title) _____

have determined that this alien in the above program:

1 ( ) is not subject to the two year residence requirement,

2 ( ) is subject, based on: A ( ) government financing and/or
B ( ) the Exchange visitor skills list and/or
C ( ) PL 94-484 as amended

_____
(Signature of Officer) (Date)

PART III—STATEMENT OF RESPONSIBLE OFFICER FOR RELEASING SPONSOR (FOR TRANSFER OF PROGRAM)

Date _____, Transfer of this exchange visitor from program No. _____ sponsored by _____ to the program specified in item (2) is necessary or highly desirable and is in conformity with the objectives of the Mutual Educational and Cultural Exchange Act of 1961.

_____
(Signature of Officer) (Date)

IAP-66 (10-80)

Copy 1 - For Immigration and Naturalization Service

Page 1

INSTRUCTIONS FOR AND CERTIFICATION BY the alien beneficiary named on page 1 of this Form:

Read and complete this page prior to presentation to a United States consular or immigration official.

1. I understand that the following conditions are applicable to exchange visitors:
   (a) *Extension of Stay and Program Transfers:* The initial period of stay in the United States authorized for an exchange visitor may not exceed one year, notwithstanding the fact that a sponsorship beyond that period may be contemplated. The completed Form IAP-66, which is required in order to apply for an extension or transfer, may be obtained from or with the assistance of the sponsor. It must be submitted to the appropriate office of the Immigration and Naturalization Service within fifteen to sixty days before the expiration of the authorized period of stay.
   (b) *Limitation on Stay:* STUDENTS - as long as they pursue a substantial scholastic program leading to recognized degrees or certificate. (However, students whom the sponsor recommends for practical training may be permitted to remain for such purpose for an additional period of up to 18 months after receiving their degree or certificate.) BUSINESS AND INDUSTRIAL TRAINEES - 18 months. TEACHERS, PROFESSORS, RESEARCH SCHOLARS, and SPECIALISTS - 3 years. INTERNATIONAL VISITORS - 1 year. PROFESSIONAL TRAINEES: Graduate Nurses - 2 years; Medical Interns and Residents - 2 years with possibility of extension as provided by PL 94 484 as amended; Medical Technologists, Medical Record Librarians, Medical Record Technicians, Radiologic Technicians, and Other Participants in Similar Categories - the length of the approved training program plus a maximum of 18 months for practical experience, not exceeding a total of 3 years.
   (c) *Documentation Required for Admission or Readmission as an Exchange Visitor:* To be eligible for admission or readmission to the United States, an exchange visitor must present the following at the port of entry: (1) A valid nonimmigrant visa bearing classification J-1, unless exempt from nonimmigrant visa requirements; (2) A passport valid for six months beyond the anticipated period of admission, unless exempt from passport requirements; (3) A properly executed Form IAP-66. Copies one and two of Form IAP-66 must be surrendered to a United States immigration officer upon arrival in the United States. Copy three may be retained for re-entries within a period of previously authorized stay.
   (d) *Change of Status:* Exchange visitors are expected to leave the United States upon completing their objective. An exchange visitor who is subject to the two-year home-country physical presence requirement is not eligible to change his/her status while in the United States to any other nonimmigrant category except, if applicable, that of official or employee of a foreign government (A) or of an international organization (G) or member of the family or attendant of either of these types of officials or employees.
   (e) *Two-Year Home Country Physical Presence Requirement:* Any exchange visitor whose program is financed in whole or in part, directly or indirectly by either his/her own government or by the United States Government is required to reside in his/her own country for two years following completion of his/her program in the United States before he/she can become eligible for permanent residence (immigration) or for status as a temporary worker ("H") or as an intracompany transferee ("L"). Likewise, if an exchange visitor is acquiring a skill which is in short supply in his/her own country (these skills appear on the *Exchange Visitor Skills List*) he/she will be subject to this same two-year home-country residence requirement as well as alien physicians entering the U.S. to receive graduate medical education or training (Section 212(e) of the Immigration and Nationality Act and PL 94 484, as amended).
2. **I seek to enter into, or remain temporarily in, the United States as an exchange visitor under Section 101(a)(15)(J) of the Immigration and Nationality Act, as amended, for a total maximum stay of _____ *(months or years)* for the purpose of (state type of degree, certificate, or other objective toward which your program participation will be directed. Doctors of medicine should indicate their medical specialty): _____**
   _____, and I understand that I shall be permitted to perform only those activities described in Item 2 and 4 on page 1 of this Form.
3. **My passport numbered _____ issued by _____ *(Country)* expires on _____ _____ *(Mo./Day/Yr.)***
4. **I ☐ have ☐ have not *(check one)* been in the United States previously as an exchange visitor. (If you have been in the United States previously as an exchange visitor, show total length of time: _____, and dates: _____):**
5. **(To be completed only if application is being made for extension of stay or Program transfer. Use a continuation sheet if necessary.) I first entered the United States as an exchange visitor, or acquired exchange visitor status, on _____ *(Mo./Day/Yr.)* and have engaged in the following activities under the sponsorship of respective institutions listed for each activity *(include program numbers)*:**
   _____
   _____
6. **I understand that a Consular or Immigration Officer will determine whether I am subject to the two year home country physical presence requirement described in item 1(e) above. If such officer determines that I am subject, I will accept that determination and comply with the requirement. I understand that the determination will be endorsed in Part II, Page 1 of this form.**
7. **I certify that I have read and I understand the foregoing.**

_____	_____	_____
(Signature of Applicant)	*(Place)*	*(Date: Mo., Day, Yr.)*

IAP-66 Page 2

SAMPLE FORM IAP-66

VISA STAMP

BEST COPY AVAILABLE

SAMPLE FORM I-94

I-94	IMMIGRATION AND NATURALIZATION SERVICE ARRIVAL/DEPARTURE RECORD	Form Approved OMB No. 1115-077 Expires 8-31-88

WELCOME TO THE UNITED STATES

INSTRUCTIONS

- **ALL PERSONS EXCEPT U.S. CITIZENS MUST COMPLETE THIS FORM. A SEPARATE FORM MUST BE COMPLETED FOR EACH PERSON IN YOUR GROUP.**
- TYPE OR PRINT LEGIBLY WITH PEN IN ALL CAPITAL LETTERS USE ENGLISH. DO NOT WRITE ON THE BACK OF THIS FORM.
- This form is in two parts, an ARRIVAL RECORD (Items 1 through 7), and a DEPARTURE RECORD (Items 8 through 10). *You must complete both parts.* Enter exactly the same information in spaces 8, 9, and 10 as you enter in spaces 1, 2, and 3.

  * *Item 7.* If you entered the United States by land, enter "LAND" in this space.
- WHEN YOU HAVE COMPLETED ALL REQUIRED ITEMS, PRESENT THIS FORM TO THE U.S. IMMIGRATION AND NATURALIZATION INSPECTOR.

THIS SIDE FOR GOVERNMENT USE ONLY

(DO NOT WRITE BELOW THIS LINE)

PRIMARY INSPECTION

NAME _____

I-94 NUMBER _____ DATE/TIME REFERRED _____

REASON REFERRED _____

SECONDARY INSPECTION

I-94 NUMBER _____ END TIME SECONDARY _____

DISPOSITION _____

ADMISSION NUMBER
995-01573637

I-94 ARRIVAL RECORD
(Rev. 1-1-83)N

1. FAMILY NAME (SURNAME) *(leave one space between names)*

FIRST (GIVEN) NAME *(do not enter middle name)*

2. DATE OF BIRTH — DAY | MO. | YR.

3. COUNTRY OF CITIZENSHIP

4. COUNTRY OF RESIDENCE *(country where you live)*

5. ADDRESS WHILE IN THE UNITED STATES *(Number and Street)*

City State

6. CITY WHERE VISA WAS ISSUED

7. AIRLINE & FLIGHT NO. OR SHIP NAME*

THIS FORM IS REQUIRED BY THE IMMIGRATION AND NATURALIZATION SERVICE, UNITED STATES DEPARTMENT OF JUSTICE.

11. OCCUPATION

12. SCHOOL

13. ITINERARY

14. PETITION NUMBER

15. INS FILE NO.
A:

16. WAIVERS

SAMPLE FORM I-94

WARNING

- **A nonimmigrant who accepts unauthorized employment is subject to deportation.**

IMPORTANT

- **Retain this permit in your possession; you must surrender it when you leave the U.S. Failure to do so may delay your entry into the U.S. in the future.**

ADMISSION NUMBER
995-01573637

8. FAMILY NAME (SURNAME) *(same as Family Name in Item 1 above)*

FIRST (GIVEN) NAME *(same as First Name in Item 1 above)*

9. DATE OF BIRTH *(same as Item 2)* — DAY | MO. | YR.

10. COUNTRY OF CITIZENSHIP *(same as Item 3 above)*

SEE REVERSE SIDE FOR OTHER IMPORTANT INFORMATION

U.S. IMMIGRATION AND NATURALIZATION SERVICE

I-94 DEPARTURE RECORD
(Rev. 1-1-83)N

IMPORTANT NOTICE

- You are authorized to stay in the U.S. only until the date written on this form. To remain past this date, without permission from immigration authorities, is a violation of law.

SURRENDER THIS PERMIT WHEN YOU LEAVE THE UNITED STATES

- *By sea or air*, to transportation line.
- *Over Canadian border*, to Canadian Official.
- *Over Mexican border*, at the designated location.

RECORD OF CHANGES

DEPARTURE RECORD

Port:
Date:
Carrier:
Flight No./Ship Name

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

SAMPLE FORM I-20-ID

U.S. DEPARTMENT OF JUSTICE
Immigration and Naturalization Service

OMB No. 1115-0051
Expires 6-30-86

— WARNING —	
A nonimmigrant who accepts unauthorized employment is subject to deportation.	

Record of School Transfers

1. Print Name and Title of INS Officer or School Official

Transfer Authorized to (School Name)

Signature and Date

2. Print Name and Title of INS Officer or School Official

Transfer Authorized to (School Name)

Signature and Date

3. Print Name and Title of INS Officer or School Official

Transfer Authorized to (School Name)

Signature and Date

Admission Number

Date of Birth
Day Month Year

Family Name (Last Name)

First Name (Given Name)

Country of Citizenship

SAMPLE FORM I-20-ID

IMPORTANT NOTICES — ALL STUDENTS

1. Retain this permit in your possession; DO NOT surrender it when you leave the United States. Failure to have this form will delay your entry into the United States in the future.

2. If you lose this form you must request a new one, on Form I-102, from the immigration office having jurisdiction over the school you were last authorized to attend. Your admission number must be included in your request. The school you were last authorized to attend is required to keep a record of your admission number until the school reports to the immigration authorities that you are no longer attending that school.

3. If you are in the United States beyond the approved stay without applying to the Immigration and Naturalization Service for an extension of stay, you are in violation of the law

IMPORTANT NOTICE — F-1 STUDENTS

You may remain in the United States for duration of status to complete one educational program (e.g. elementary school, bachelor's degree) and any authorized practical training plus 30 days. (If space for more schools transfers is needed attach additional Form I-20 ID copies.)

IMPORTANT NOTICE — M-1 STUDENTS

You may remain in the United States only until the date written on this form.

Record of Updates Other than School Transfers

U.S. DEPARTMENT OF JUSTICE
Immigration and Naturalization Service

Form I—20 ID Copy

(Not valid unless signed below)

Signature of Student

(Edition of 5—1—83)

☆U.S. GPO: 1983—402-806

SAMPLE FORM I-538

APPLICATION BY NONIMMIGRANT STUDENT FOR EXTENSION OF STAY, SCHOOL TRANSFER, AND PERMISSION TO ACCEPT OR CONTINUE EMPLOYMENT OR PRACTICAL TRAINING

INSTRUCTIONS

Failure to comply with instructions may make it necessary to reject your application.

1. General. Complete this application if you are an:

(A) F-1 student and have completed or been enrolled in an educational program (e.g. elementary school, high school, bachelor's degree program), and wish to complete another educational program.

(B) F-1 student and have completed an educational program and wish to complete another educational program at the same level of education (e.g. a second master's degree).

(C) M-1 student and want an extension of authorized stay so that you may continue your studies.

(D) F-1 student and want to transfer to another school to complete another educational program. (See the instructions to Form I-20A-B, Certificate of Eligibility for Nonimmigrant (F-1) Student Status, for the procedure for transferring to another school within the same educational program).

(E) M-1 student and want to transfer to another school. (You may not transfer to another school after six months from the date you were first in M-1 classification unless you are unable to remain at the school to which you were initially admitted due to circumstances beyond your control).

(F) F-1 or M-1 student and want permission to engage in practical training.

(G) F-1 student and want permission to engage in off-campus employment.

A separate application must be completed by each applicant.

Application may be made simultaneously on this form for extension of temporary stay and permission to transfer to another school or for extension of temporary stay and permission to accept employment or to continue previously authorized employment.

The application must be typewritten or printed legibly in ink with block letters. IF YOU NEED MORE SPACE TO ANSWER FULLY ANY QUESTION ON THIS FORM, USE THE REMARKS (BLOCK 33) AND IDENTIFY EACH ANSWER WITH THE NUMBER OF THE CORRESPONDING QUESTION.

If you are carrying less than a full schedule of classroom hours, attach a statement explaining why.

2. FORM I-20 ID COPY. You must submit your Form I-20 ID copy with your application. DO NOT SEND IN YOUR PASSPORT OR FORM I-94 (ARRIVAL-DEPARTURE RECORD). You must, however, be in possession of a passport valid for at least six (6) months at all times while in the United States.

3. APPLICATION FOR EXTENSION OF STAY. An F-1 or M-1 student who desires an extension of stay for his/her spouse and children as F-2 or M-2 nonimmigrants should include them in this application (block 19) and include their Forms I-94 with this application. They, too, must be in possession of passports valid for at least six months at all times while in the United States.

A spouse or child who desires an extension of stay in other than an F-2 or M-2 classification must make a separate application on Form I-539. An exchange alien may apply for extension only on Form IAP-66 executed by his/her sponsor.

(A) WHEN TO SUBMIT APPLICATION. Submit your application for extension of stay not less than 15 nor more than 60 days before your authorized stay expires.

(B) WHERE TO SUBMIT APPLICATION. Take or mail your application to the office of the Immigration and Naturalization Service which has jurisdiction over the school you were last authorized to attend.

4. APPLICATION FOR PERMISSION TO TRANSFER TO ANOTHER SCHOOL.

(A) If you are an F-1 student seeking a transfer to another school to complete another educational program or an M-1 student seeking a transfer to another school, you must file an application for school transfer on Form I-538 with a properly completed Form I-20A-B or Form I-20M-N, Certificate of Eligibility for Nonimmigrant (M-1) Student Status. Sixty days after having filed the application, you may transfer to the new school subject to ap-

SAMPLE FORM I-538

proval or denial of the application. If the application for transfer is approved, the approval of the transfer will be retroactive to the date of filing the application. Submit the application to the office of the Immigration and Naturalization Service having jurisdiction over the school you were last authorized to attend. Permission to transfer may be granted only to a bona fide nonimmigrant student who intends to take a full course of study. In addition, the applicant must be a full-time student at the school which he/she was last authorized to attend.

(B) If you are seeking permission to transfer to another school (except as an F-1 student within the same educational program), and also desire to obtain permission to engage in employment or practical training, you must first submit an application for permission to transfer. In that case, the Certification of Designated School Official must be executed by the school from which you wish to transfer, and the completed application must be submitted to the Immigration and Naturalization Service office which has jurisdiction over the place where that school is located. If the application for permission to transfer is granted, and you desire permission to engage in employment or practical training, you may then submit a separate application on Form I-538 for that purpose; in that case, the Certification of Designated School Official must be executed by the school to which your transfer has been authorized, and the completed application should be submitted to the Immigration and Naturalization Service office having jurisdiction over that school.

(C) If you are an F-1 student seeking a school transfer within the same educational level and you desire to obtain permission to accept or continue employment or practical training, you must first follow the transfer procedure for transfer within the same educational level described in the instructions to Form I-20A-B and then apply for permission to accept or continue employment or practical training.

(D) If the designated official at the school you were last authorized to attend refuses to execute the Certification of Designated School Official on a school transfer application within 30 days of the date that you requested the official to do so, you may report this refusal to the Immigration and Naturalization Service office having jurisdiction over the school. In that case, the Immigration and Naturalization Service may, at the discretion of the district director, make a decision on your application without such a certification.

5. APPLICATION FOR PERMISSION TO ACCEPT OR CONTINUE EMPLOYMENT OR PRACTICAL TRAINING.

(A) ELIGIBILITY. A nonimmigrant student is not permitted to work for a wage or salary or to engage in business while in the United States unless permission to do so has first been granted by the Immigration and Naturalization Service. An F-1 student may apply for permission to engage in employment or practical training. An F-1 student, however, may not be granted permission to engage in employment during his or her first full year in the United States. An M-1 student may not apply for or be granted permission for employment other than for practical training. The F-2 or M-2 spouse or child of an F-1 or M-1 student may not apply for or be granted permission to accept employment or practical training.

(B) OFF-CAMPUS EMPLOYMENT.

(i) WHEN TO SUBMIT APPLICATION. The applicant should file an application for employment authorization early enough to process it before the date the employment begins or the current permission expires.

(ii) ECONOMIC NECESSITY. If you are an F-1 student requesting permission to accept or continue part-time employment off campus because of economic necessity, you must establish that the necessity is due to unforeseen circumstances arising subsequent to entry or subsequent to change of your status to non-immigrant student status.

(iii) CONDITIONS FOR OFF-CAMPUS EMPLOYMENT. When part-time employment is authorized, a student may work off campus not more than 20 hours per week while school is in session, and full time during vacation or recess periods when school attendance is not required. Employment authorization may be granted up to the expected date of completion of the student's current course of study.

(iv) TERMINATION OF PERMISSION TO ACCEPT OR CONTINUE OFF-CAMPUS EMPLOYMENT. Permission to engage in off-campus employment is terminated when the student transfers from one school to another or when the need for the employment ceases. A student may not engage in off-campus employment, except employment authorized for practical training, after completion of the student's course(s) of study.

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(C) PRACTICAL TRAINING.

(i) WHEN TO SUBMIT APPLICATION.

(a) APPLICATION TO ACCEPT PRACTICAL TRAINING AFTER COMPLETION OF A COURSE OF STUDY FOR F-1 STUDENT—not more than sixty days before completion of the course of study nor more than thirty days after completion of the course of study.

(b) APPLICATION TO CONTINUE PRACTICAL TRAINING AFTER COMPLETION OF COURSE OF STUDY FOR F-1 STUDENT—at least fifteen days but not more than sixty days before the expiration of the applicant's currently authorized practical training.

(c) APPLICATION FOR PRACTICAL TRAINING BEFORE COMPLETION OF COURSE OF STUDY FOR F-1 STUDENT—the applicant should file the application early enough to allow sufficient time to process it before the date the employment is expected to begin.

(d) APPLICATION TO ACCEPT PRACTICAL TRAINING FOR M-1 STUDENT—prior to the expiration of the student's authorized period of stay and not more than sixty days before completion of the course of study nor more than thirty days after completion of the course of study.

(ii) WHEN PRACTICAL TRAINING MAY BE AUTHORIZED.

(a) F-1 STUDENT

(1) After completion of the course of study if the student intends to engage in only one course of study.

(2) After completion of at least one course of study if the student intends to engage in more than one course of study.

(3) After completion of all course requirements for the degree if the student is in a bachelor's, master's, or doctoral degree program.

(4) Before completion of the course of study if the student is attending a college, university, seminary, or conservatory which requires practical training of all degree candidates in a specified professional field and the student is a candidate for a degree in that field.

(5) Before completion of the course of study during the student's annual vacation if recommended by the designated school official as beneficial to the student's academic program.

(b) M-1 STUDENT. Only after completion of the student's course of study.

(iii) LETTER FROM EMPLOYER. An application to continue practical training must be accompanied by a letter from the employer stating the occupation, the exact date employment began, and the date the employment will terminate, and describing in detail the duties of the occupation. If the applicant has been offered temporary employment for practical training, the application to accept practical training must be accompanied by a letter from the prospective employer stating the applicant's occupation and the dates the employment will begin and end and describing in detail the duties of the applicant's occupation.

(iv) DURATION OF PRACTICAL TRAINING.

(a) F-1 STUDENT.

(1) If the student's course of study is at least twelve months long:

—A student not in a language training program may be granted permission to accept practical training for not more than six months if the student has not been offered employment for practical training. (Practical training authorized after completion of a course of study is deemed to begin on the date the student begins employment or sixty days after completion of the course of study, whichever is earlier.)

—A student not in a language training program may be granted permission to accept practical training for not more than twelve months if the student has been offered temporary employment for practical training.

—A student not in a language training program may be granted permission to continue practical training for not more than eight months.

(2) The period of practical training which may be granted during the student's vacation is limited to the length of the vacation rounded off to the closest number of months.

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(3) A student may not be granted practical training which would result in his/her being engaged in practical training for more than twelve months. When the course of study is less than twelve months long, a student not in a language training program may be granted practical training for a total number of months not exceeding the length of the course of study.

(4) A student in a language training program may be granted practical training for periods of time equal to one month for each four months during which the student carried a full course of study at the school(s) the student was authorized to attend.

(b) M-1 STUDENT. An M-1 student may be granted one period of practical training for a period of time equal to one month for each four months during which the student pursued a full course of study, but not to exceed six months.

(D) WHERE TO SUBMIT APPLICATION FOR PERMISSION TO ACCEPT OR CONTINUE EMPLOYMENT OR PRACTICAL TRAINING. The application must be submitted to the office of the Immigration and Naturalization Service having jurisdiction over the area in which your school is located, unless the application is for permission to continue practical training. An application for permission to *continue* practical training must be submitted to the office of the Service having jurisdiction over the actual place of employment.

(E) ALTERNATE WORK/STUDY COURSES. An F-1 student enrolled in a college, university, or seminary having alternate work/study courses as a part of its regular curriculum may participate in those courses without obtaining a change of status and without obtaining permission to accept employment. Periods of actual off-campus employment which are part of a work/study program, however, are considered to be practical training. They, therefore, must be deducted from the total practical training time for which the student is eligible. The work must be in a field related to the course of study. For students who have engaged in off-campus work/study programs, a letter from the school must be submitted with the application stating the number of hours the student has participated in off-campus employment and giving a description of the duties and the name and address of the employer.

(F) ON CAMPUS EMPLOYMENT—(F-1 only). On-campus employment means employment performed on the school premises. On-campus employment pursuant to the terms of a scholarship, fellowship, or assistantship is deemed to be a part of the academic program of a student otherwise taking a full course of study. If the school offers you this kind of employment or any other on-campus employment which will not displace a United States resident, you are not required to apply for permission to this Service to accept the employment.

(G) LABOR DISPUTES. Permission to engage in any employment is automatically suspended while a strike or other labor dispute involving a work stoppage is in progress. YOU MUST SUSPEND EMPLOYMENT IMMEDIATELY IF SUCH A SITUATION ARISES.

6. Fee. A fee of fifteen dollars ($15) must be paid for filing this application. It cannot be refunded regardless of the action taken on the application. DO NOT MAIL CASH. ALL FEES MUST BE SUBMITTED IN THE EXACT AMOUNT. Payment by check or money order must be drawn on a bank or other institution located in the United States and be payable in United States currency. If applicant resides in Guam, check or money order must be payable to the "Treasurer, Guam." If applicant resides in the Virgin Islands, check or money order must be payable to the "Commissioner of Finance of the Virgin Islands." All other applicants must make the check or money order payable to the "Immigration and Naturalization Service." When check is drawn on account of person other than the applicant, the name of the applicant must be entered on the face of the check. If application is submitted from outside the United States, remittance may be made by bank international money order or foreign draft drawn on a financial institution in the United States and payable to the Immigration and Naturalization Service in United States currency. Personal checks are accepted subject to collectibility. An uncollectible check will render the application and any documents issued pursuant to it invalid. A charge of $5.00 will be imposed if a check in payment of a fee is not honored by the bank on which it is drawn. The authority for collecting a fee is granted to Federal agencies by 31 U.S.C., Section 483a, and OMB Circular A-25.

7. PENALTIES. Severe penalties are provided by law (18 U.S.C., Section 1001) for knowingly and willfully falsifying or concealing a material fact or using any false document in the submission of this application. Also, a false representation may result in denial of this application and any other application you may make for any benefit under the immigration laws of the United States. Any statement submitted with this application is considered part of the application.

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Approved OMB (1115-0060) Exp. 4/30/86

U.S. DEPARTMENT OF JUSTICE

Immigration and Naturalization Service

Application by Nonimmigrant Student for Extension of Stay, School Transfer, and Permission to Accept or Continue Employment or Practical Training

This section for Government use only

Date of Action

DD or OIC Office

Educational Program Authorized:
- ☐ Language Training
- ☐ Primary
- ☐ High School
- ☐ Undergraduate
- ☐ Graduate Masters
- ☐ Graduate PhD
- ☐ Other
- ☐ Vocational High School
- ☐ Other Vocational (specify)

☐ Extension Denied V.D. to (Date)

Major field of study

- ☐ (M-1 ONLY) Extension Granted to (Date) _____
- ☐ (F-1 ONLY) Estimated Date of Completion _____
- ☐ Transfer Denied
- ☐ Transfer Granted (show new school code including suffix)
  ___ ___ ___ 214F ___ ___ ___ ___ · ___ ___ ___
- ☐ Employment Denied
- ☐ Employment Granted
  FROM _____ TO _____
- ☐ Practical Training Denied
- ☐ Practical Training Granted
  FROM _____ TO _____

THE APPLICANT MUST COMPLETE ALL PARTS OF PAGES 2, 3, AND 4 THAT APPLY

This section must be completed by the DESIGNATED OFFICIAL of the school the student was LAST AUTHORIZED to attend.

Student's Admission Number	Student's Name (Family Name—Capital Letters) (First Name)	Date of Birth (Month/Day/Year)

Address (Street and Number) (City and State) (ZIP Code)

CERTIFICATION OF DESIGNATED SCHOOL OFFICIAL

1. I hereby certify as follows:
   The applicant named above (check one—if item (A), (C) or (D) is checked, complete that item):
   (A) ☐ Is taking a full course of study at this school, and the expected date of completion of his/her course of study is _____.
   (B) ☐ Is taking less than a full course of study at this school.
   (C) ☐ Completed the course of study at this school on (date) _____.
   (D) ☐ Did not complete the course of study but terminated attendance on (date) _____.
   While attending, ☐ was ☐ was not taking a full course of study.
2. The applicant's major field of study is (or was): _____
3. The level of education being sought by the student is: _____
4. If application is for extension of stay to attend the same school or for permission to accept or continue employment, please complete items (A) and (B) of this certification.

   (A) Student's costs for an academic term of _____ months (up to 12 months).

Tuition and fees	$_____
Living expenses	$_____
Expenses of dependents	$_____
Other	$_____
TOTAL	$_____

   (B) Student's means of support estimated for the same period of time as in item A.

Personal funds of student	$_____
Family funds from abroad	$_____
Funds from the school (specify type)	$_____
Funds from other source (specify type/source)	$_____
On campus employment, if applicable	$_____
TOTAL	$_____

5. If application is for permission to accept or continue employment or practical training, check (A) or (B) below.
   (A) ☐ The employment is recommended for practical training in the student's field of study and, upon my information and belief, is not available in the country of the student's foreign residence. If the student is an F-1 student seeking practical training during his/her vacation, the employment is recommended as beneficial to the student's academic program.
   (B) ☐ The employment is recommended due to unforeseen circumstances arising after entry or change to student classification. Acceptance of employment will not interfere with the student's carrying a full course of study. The student has agreed not to work more than twenty hours a week when school is in session.

6. Date	Name of School and School System or District, if applicable	School File Number Including Suffix ___ ___ ___ 214F ___ ___ ___ ___ · ___ ___ ___

Name and Title (printed or typed) of Official	Signature of Designated School Official

ATTACH student's I-20 ID Copy. DO NOT SEND PASSPORT OR I-94 (Arrival-Departure Record)

Do not write below this line.

This block for I&NS use only	Received	Trans. In	Ret'd/Trans. Out	Completed	Microfilm Index Number

Form I-538 (Rev. 4-1-83) N

100c

SAMPLE FORM I-538

This section to be filled in by ALL APPLICANTS

1. Print or type the following information EXACTLY as it appears on your DEPARTURE RECORD FORM I-94.

A. Admission Number

B. Family Name (Surname)

C. First Name (Given Name)

D. Date of Birth Day Mo. Year

E. Country of Citizenship

2. I am applying for (check and complete as appropriate):

A. ☐ Extension of temporary stay to complete another education program (F-1 student only). Indicate program (e.g., high school, graduate masters) below.

B. ☐ Extention of temporary stay until (date). (M-1 student only.)

C. ☐ Permission to transfer to another school (F-1 student to complete another educational program or M-1 student).

D. ☐ Permission to accept or continue practical training (F-1 or M-1 student).

E. ☐ Permission to accept employment or to continue previously authorized employment (F-1 student only).

3. Address in U.S. (If with someone whose family name is different from yours, insert that person's name in C/O block).

C/O

Number and Street (apartment number)

City State ZIP Code

Telephone Number (Include area code)

4. Address of foreign residence (If with someone whose family name is different from yours, insert that person's name in C/O block).

C/O

Number and Street (apartment number)

City Province or State

Country

5. Passport Expires on (date)

6. Passport Issued by (country)

7. Date of intended departure from the U.S.

8. Date on which authorized stay expires (M-1 student only).

9. Alien Registration Number (if known)
A -

10. Social Security Number (if known)

11. Date of last arrival in the U.S.

12. Place of birth (city) (country)

13. Has an immigrant visa petition ever been filed ON YOUR behalf?
☐ No (leave No. 14 blank) ☐ Yes (complete No. 14)

14. If "Yes" is checked in No. 13, where was it filed?

15. Have YOU ever applied for an immigrant visa or permanent residence in the U.S.?
☐ No (leave No. 16 blank) ☐ Yes (complete No. 16)

16. If "Yes" is checked in No. 15, where did you apply?

17. Have you been arrested or convicted of a criminal offense since entering the U.S.?
☐ No ☐ Yes (If "Yes" is checked, explain in detail under "Remarks" on Page 4.)

18. Are you married?
☐ No ☐ Yes (If you ARE MARRIED AND WISH TO APPLY for an extension for your F-2 or M-2 spouse and children, complete No. 19.)

19. Name of Spouse and Children	Date of Birth	Country of Birth	Passport Issued By (country)	Passport Expires On (date)

NOTE: If spouse and children for whom you are seeking extension do not reside with you, give their complete address on a separate attachment to this application.

FOR OFFICIAL USE ONLY
MICROFILM INDEX NUMBER

SAMPLE FORM I-538

This section to be filled in by ALL APPLICANTS

20. I ☐ have ☐ have not been employed or engaged in business in the United States. If you have been employed or engaged in business in the United States, complete the rest of the block.

Name and address of employer or business

Kind of employment or business	Income per week	Dates the employment or business began and ended

21. Means and source of support while in the United States

22. My major field of study is

23. (Complete this item only if you are applying for a school transfer.) I am requesting this transfer because:

24. (Complete this item only if you are an M-1 student seeking a school transfer after six months from the date you were first granted M-1 classification and if you were unable to remain at the school to which you were first admitted due to circumstances beyond your control) I was unable to remain at the school to which I was first admitted because:

25. Check item (A) or (B) and complete the item checked

☐ (A) I am attending school	Name and location of school I am attending is:	I ☐ am ☐ am not authorized to attend that school. If not authorized, explain under "Remarks" on page 4.	
		I am attending school ☐ full time ☐ part time	If not full time, explain under "Remarks" on page 4.
☐ (B) I am not attending school	My reason for not attending is:		
	Name and location of school I was last authorized to attend	Date of graduation or last attendance (specify)	

This section (Items 26–32) to be filled in by APPLICANT for permission to accept or continue employment or practical training

26. I desire permission to accept employment for the following reason: *(Check One)*
    (A) ☐ To obtain or continue practical training in a field related to my course of study and recommended by the school.
    (B) ☐ To obtain or continue part-time employment needed because of economic necessity which arose as a result of unforeseen change in financial circumstances. *(If you checked this item, explain in block 28.)*

27. (Complete this item only if you are an F-1 student applying for permission to accept employment) The date I was first granted F-1 status is _____

The dates of all my absences from the United States during my first full year in F-1 status are as follows:

28. (Fill in if you checked (B) in item 26)

(A) My costs for an academic term of (Complete number of months) _____ months up to 12 months at time I was first granted F-1 status

Tuition and fees	$_____
Living expenses	$_____
Expenses of dependents	$_____
Other	$_____
TOTAL	$_____

(B) My means of support estimated for the same period of time as in item (A) at time I was first granted F-1 status

Personal funds of student	$_____
Family funds from abroad	$_____
Funds from the school (Specify type)	$_____
Funds from another source (Specify type/source)	$_____
On campus employment, if applicable	$_____
TOTAL	$_____

(C) My costs for an academic term of (Complete number of months) _____ months up to 12 months at the present time

Tuition and fees	$_____
Living expenses	$_____
Expenses of dependents	$_____
Other	$_____
TOTAL	$_____

(D) My means of support estimated for the same period of time as in item (C) at the present time

Personal funds of student	$_____
Family funds from abroad	$_____
Funds from the school (Specify type)	$_____
Funds from another source (Specify type/source)	$_____
On campus employment, if applicable	$_____
TOTAL	$_____

(E) EXPLAIN the unforeseen change in your financial circumstances which arose after your entry into the United States and why parent, relative, organization or other sponsor is unable to furnish you the additional funds needed to cover expenses.

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MICROFILM INDEX NUMBER

SAMPLE FORM I-538

29. If you checked (A) in item 26 above, describe the practical training including beginning and ending dates and number of hours per week, if known.

30. (If you checked (A) in item 26 above, check and fill in the applicable statement below.)

☐ I have previously been granted permission to engage in employment for practical training from _____ (date) to _____ (date)

☐ I have previously participated in an off-campus work study program from _____ (date) to _____ (date)

☐ I have never previously been granted permission to engage in employment for practical training.

31. (If you checked (A) in item 26 above, check the appropriate statement.)

I am seeking practical training

☐ After completion of a course of study.

☐ After completion of all course requirements for a bachelor's, master's or doctoral degree.

☐ Before completion of my course of study at a college, university, seminary, or conservatory which requires practical training of all degree candidates in my field.

☐ During my annual vacation.

32. If you have previously submitted an application to accept or continue employment, furnish the following information.

Office of the Immigration & Naturalization Service to which last submitted: *(City and State)*	The application was ☐ Granted ☐ Denied	If denied, date denied

33. Remarks:

SAMPLE FORM I-538

This section to be filled in by ALL APPLICANTS

34. Signature of Applicant
I CERTIFY under penalty of perjury that the information in this form is true and correct.

_____ (Signature)

_____ (Date Signed)

35. Signature of Person Preparing the Form If Other Than Applicant
I DECLARE that this application was prepared by me at the request of the applicant and is based on all information of which I have any knowledge.

_____ (Signature)

_____ (Address) _____ (Date Signed)

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MICROFILM INDEX NUMBER

ADDRESS LABEL

ALL APPLICANTS MUST FILL IN

FIRST NAME LAST NAME
C/O
NUMBER AND STREET (apartment number)
CITY STATE ZIP CODE 109

PLEASE SEE ENDORSEMENT
ON ATTACHED FORM I-20 ID COPY
REGARDING ACTION TAKEN
ON YOUR APPLICATION

SAMPLE FORM I-506

U.S. Department of Justice
Immigration and Naturalization Service

APPLICATION FOR CHANGE OF NONIMMIGRANT STATUS
(Under Section 248 of the Immigration and Nationality Act)

FOR OFFICIAL USE ONLY
MICROFILM INDEX NUMBER

OMB No. 1115-0033
Expires 8-85

Fee Stamp

I hereby apply to have my status in the United States changed to that of a nonimmigrant _____ (Student, visitor, etc.)

I wish to remain in the United States in that new status until _____ (Month, Day, Year) (Your passport must be valid for 6 months beyond the date indicated unless you seek F-1 student status in which case your passport must be valid for at least 6 months at all times while in the United States.)

PRESS FIRMLY – LEGIBLE COPY REQUIRED. PRINT OR TYPE YOUR NAME EXACTLY AS IT APPEARS ON YOUR ARRIVAL – DEPARTURE RECORD FORM I-94. IF YOUR MAILING ADDRESS IN THE U.S. IS WITH SOMEONE WHOSE FAMILY NAME IS DIFFERENT FROM YOURS, INSERT THAT PERSON'S NAME IN THE C/O BLOCK.

1 YOUR NAME	FAMILY NAME (Capital Letters)	GIVEN	MIDDLE
IN CARE OF	C/O		
2 MAILING ADDRESS IN US	NUMBER AND STREET (Apt. No.)		
	CITY	STATE	ZIP CODE
3 DATE OF BIRTH (Month, Day, Year)	COUNTRY OF BIRTH	COUNTRY OF CITIZENSHIP	
4 PRESENT NONIMMIGRANT CLASSIFICATION	DATE ON WHICH AUTHORIZED STAY EXPIRES		
5 DATE AND PORT OF LAST ARRIVAL IN UNITED STATES	NAME OF VESSEL, AIRLINE, OR OTHER MEANS OF LAST ARRIVAL IN U.S.		

6 I AM IN POSSESSION OF PASSPORT
NUMBER: *
ISSUED BY (Country)
WHICH EXPIRES ON (Month, Day, Year)

7 MY I-94 AND OR FORM I-20 ID COPY IF F-1 OR M-1 STUDENT IS ATTACHED ☐ YES ☐ NO
If "No", It was ☐ Lost ☐ Stolen ☐ Destroyed
☐ Other (Specify)

8 I ENTERED WITH A NONIMMIGRANT VISA NO

9 MY NONIMMIGRANT STATUS IN THE UNITED STATES ☐ HAS ☐ HAS NOT BEEN CHANGED
SINCE MY ENTRY (If changed, give details)

TELEPHONE NUMBER

FOR GOVERNMENT USE ONLY

ADMISSION NUMBER

Reclassification to

☐ STAY GRANTED TO (Date)

☐ Application DENIED V.D. TO (Date)

DATE OF ACTION DO OR OIC OFFICE

J,H,OR L PROGRAM OR PETITION NO.: OCCUPATION

CHECK IF BOND HAS BEEN POSTED ☐ BOND CONTROL OFFICE

ALIEN REGISTRATION NUMBER:

SAMPLE FORM I-506

10 MY PERMANENT ADDRESS OUTSIDE THE UNITED STATES IS: (Street) (City or Town) (County, District, Province or State) (Country)

11 I RESIDED AT THE ADDRESS IN ITEM 10 FROM: (Month, Day, Year) To: (Month, Day, Year)

12 SINCE MY ENTRY INTO THE UNITED STATES, I HAVE RESIDED AT THE FOLLOWING PLACES:

(Street and No.) (City or Town) (State)	FROM: (Month, Day, Year)	TO: (Month, Day, Year)
		Present Time

13 I DESIRE TO HAVE MY NONIMMIGRANT STATUS CHANGED FOR THE FOLLOWING REASONS:

14 I DID NOT APPLY TO THE AMERICAN CONSUL FOR A VISA IN THE NONIMMIGRANT STATUS WHICH I AM NOW SEEKING FOR THE FOLLOWING REASONS:

15 I SUBMIT THE FOLLOWING DOCUMENTARY EVIDENCE TO ESTABLISH THAT I WILL MAINTAIN THE NONIMMIGRANT CLASSIFICATION TO WHICH I WISH TO BE CHANGED:

ATTACH YOUR FORM I-94 AND/OR FORM I-20 ID COPY
*DO NOT SEND YOUR PASSPORT

RECEIVED	TRANS. IN	RET'D TRANS. OUT	COMPLETED

FORM I-506 (Rev. 7-1-84)N

100g

MICROFILM INDEX NUMBER

16 COMPLETE THIS BLOCK ONLY IF YOU ARE APPLYING FOR CHANGE TO STUDENT STATUS.
THE COUNTRY IN WHICH I INTEND TO LIVE AND WORK AFTER I COMPLETE MY SCHOOLING IN THE UNITED STATES IS _____

(IF YOU ARE SEEKING TO ATTEND A VOCATIONAL OR BUSINESS SCHOOL, COMPLETE THE FOLLOWING ADDITIONAL STATEMENTS BY CHECKING THE APPROPRIATE BOXES.)

THE SCHOOLING I AM SEEKING ☐ IS ☐ IS NOT AVAILABLE IN MY COUNTRY

I ☐ INTEND ☐ DO NOT INTEND TO WORK IN THE OCCUPATION FOR WHICH THIS SCHOOLING WILL PREPARE ME

17 MY OCCUPATION IS

18 SOCIAL SECURITY NO (If none, state "none")

19 I ☐ HAVE ☐ HAVE NOT BEEN EMPLOYED OR ENGAGED IN BUSINESS SINCE ENTERING THE UNITED STATES. IF ANSWER IS HAVE BEEN COMPLETE THE FOLLOWING

NATURE OF OCCUPATION OR BUSINESS IN WHICH I ☐ AM ☐ WAS EMPLOYED

NAME OF EMPLOYER OR BUSINESS FIRM | ADDRESS

MY EMPLOYMENT OR ENGAGEMENT IN BUSINESS BEGAN ON (Month, Day, Year) | AND ENDED ON (Month, Day, Year)

MY MONTHLY INCOME FROM EMPLOYMENT OR BUSINESS ☐ IS ☐ WAS $

20 IF NOT EMPLOYED OR ENGAGED IN BUSINESS IN THE UNITED STATES, DESCRIBE FULLY THE SOURCE AND AMOUNT OF YOUR INCOME ABROAD AND HOW SUPPORTED WHILE IN THE UNITED STATES (If applying for change to student status, see Instruction #6.)

21 I ☐ AM ☐ AM NOT MARRIED

Name of Spouse	Present Address of Spouse	Citizenship (Country) of Spouse

22 I HAVE _____ (Number) CHILDREN (List children below)

Name	Age	Place of Birth	Present Address

23 I HAVE _____ (Number) RELATIVES IN THE UNITED STATES OTHER THAN MY SPOUSE AND/OR CHILDREN: (List relatives below)

Name	Relationship	Immigration Status	Present Address

SAMPLE FORM I-506

24 HAS AN IMMIGRANT VISA PETITION EVERY BEEN FILED IN YOUR BEHALF? ☐ YES ☐ NO (If "YES", WHERE WAS IT FILED?)

25 HAVE YOU EVER APPLIED FOR AN IMMIGRANT VISA OR PERMANENT RESIDENCE IN THE U.S.? ☐ YES ☐ NO (If "YES", WHERE DID YOU APPLY?)

26. I ☐ HAVE ☐ HAVE NOT BEEN ARRESTED OR CONVICTED OF ANY CRIMINAL OFFENSE IN THE UNITED STATES OR IN ANY FOREIGN COUNTRY. IF ANSWER IS HAVE BEEN, GIVE DETAILS.

27. I certify that the above is true and correct to the best of my knowledge and belief. (If form prepared by other than applicant, that person must execute item 28.)

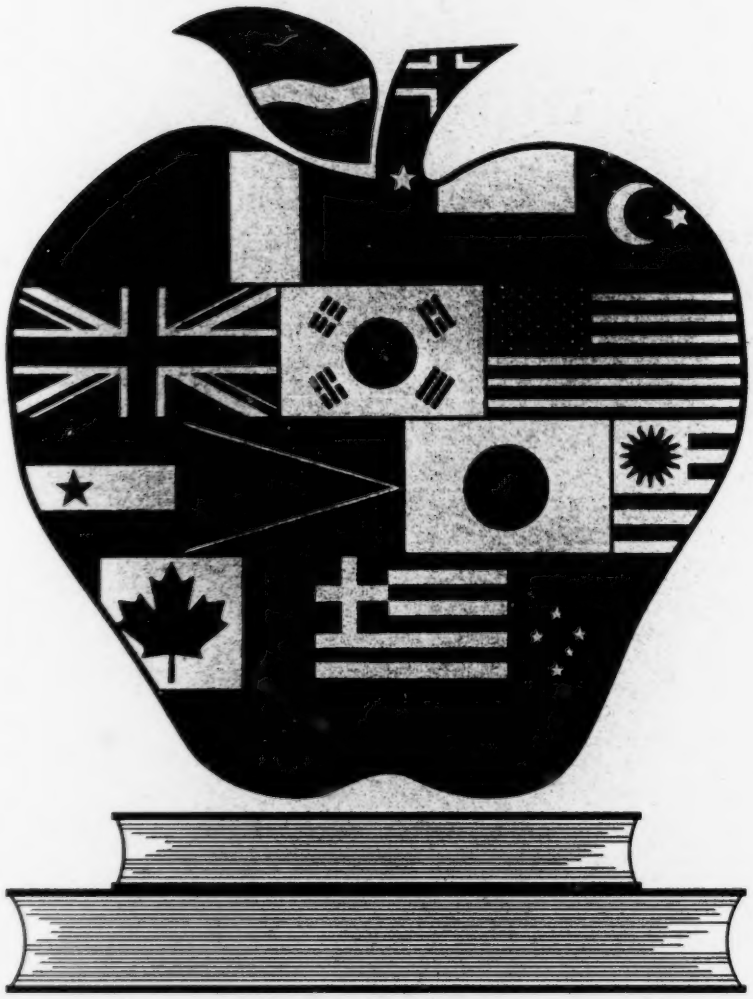
(Signature of Applicant) (Date)

SIGNATURE OF PERSON PREPARING FORM, IF OTHER THAN APPLICANT

28 I declare that this document was prepared by me at the request of the applicant and is based on all information of which I have any knowledge.

(Signature) (Name — Printed or Typed) (Address) (Date)

Appendix E
Resource Materials and Organizations



International Students in the United States:
A Guide for Secondary School Administrators

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ADMISSION/ACADEMIC PLACEMENT

Publications

The following list of resource materials on foreign student admissions is excerpted from a bibliography prepared by the Admissions Section (ADSEC) of the National Association for Foreign Student Affairs (NAFSA) in March 1983. It is reprinted with NAFSA's permission. Addresses for ordering are provided and costs, if any, are indicated where possible.

General

A Guide to the Admission of Foreign Students. 1979. 20 pages. A pamphlet written and produced jointly by NAFSA and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) both as a general guide to the field of foreign student admissions and also as a listing of service agencies in the field. Available from the Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009. (Postage and handling)

Do-It-Yourself Evaluation of Foreign Student Credentials. William H. Strain, Ruth Arnold, editors. 1966. 44 pages. An overview of the techniques for part-time and beginning evaluators. Explanations of educational systems as well as suggestions on the collection of pertinent documents and information. Bibliography. Part of the AACRAO World Education Series. Available from American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, N.W., Suite 330, Washington, DC 20036. ($1)

Education in the Middle East. 1983. 143 pages. A series of reports on the educational systems in 18 Middle East and North African countries, produced by the America-Mideast Educational and Training Services (AMIDEAST). In addition to enrollment statistics and other general information on the respective educational systems, this publication describes primary and secondary curricula, post-secondary vocational, college and university programs, admissions requirements, grading systems, academic programs and the variety of certificates, diplomas and degrees awarded by the region's educational institutions. Available from AMIDEAST, 1717 Massachusetts Avenue, N.W., Suite 100, Washington, DC 20036. ($17)

"Evaluating Foreign Students' Credentials," Special Report. *World Higher Education Communique.* Available from Communications Division, Institute of International Education (IIE), 809 United Nations Plaza, New York, NY 10017. ($1)

Secondary Education in Canada: A Student's Transfer Guide. Organized by province, this book consists of summary statements of each provincial system followed by detailed descriptions of the curriculum structures. Available from the Council of Ministers of Education, Canada, 252 Bloor Street West, Suite 8500, Toronto, Ontario, M5S 1V5, Canada.

The Country Index (revised edition). 1984. A basic reference produced by the International Education Research Foundation, Inc., with abbreviated outlines of the educational systems of the majority of the countries of the world. Information on such items as the length of school years, grading systems and examinations required for promotion is included, along with placement recommendations and a bibliography of major references for each country. The revised edition of Part I (50 countries) will be available in June 1984; for price and ordering information, write to P.O. Box 24040, Los Angeles, CA 90024.

The Glossary of Foreign Educational Terms. Theodore Sharp. 1979. A compilation of academic words and terms of 16 languages. Available from the Severy Publishing Company, 208 North Champion Place, Alhambra, CA 91801. ($17)

The Handbook on the Placement of Foreign Graduate Students (Combined Edition). 1984. 412 pages. Concise educational profiles of 101 countries and 10 Canadian provinces combined from parts I, II, and III of the *Graduate Handbook.* Each country outline contains an education chart, criteria for awarding degrees, a grading scale, placement recommendations into U.S. graduate programs and additional sources of information. Even though specifically written for graduate schools, contains a great deal of information that will be helpful to secondary schools. Available from the Publications Order Desk, National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009. (NAFSA members $8; nonmembers $12; plus $1.50 postage and handling per copy)

United States Department of Education Publications—Studies of Education in Other Countries (over 100). These publications examine the systems of education historically and socially. Some investigate particular types of education in a country and provide good background on the purpose and goals of the various systems. Write to the Office of International Education Programs, Comparative Education Branch, U.S. Department of Education, Washington, DC 20202, for a complete list of publications and prices. (Many are free)

AACRAO World Education Series

The AACRAO *World Education Series (WES)* volumes are sponsored by the AACRAO World Education Series Committee. WES volumes are comprehensive and in-depth studies of a particular country, system or subject area. All placement

recommendations are approved by the National Council on the Evaluation of Foreign Educational Credentials* prior to publication.

Members of AACRAO and/or NAFSA receive copies of all WES volumes. Copies of those in print are also available from AACRAO, One Dupont Circle, N.W., Suite 330, Washington, DC 20036.

The AACRAO *World Education Series* volumes are listed below in alphabetical order. (Some are "full volumes" which stand on their own; others are "placement guides," which are to be used in conjunction with U.S. Office of Education publications [see above].)

In Print

To order in-print publications from AACRAO, payment for members of AACRAO should be enclosed for all orders amounting to $30 or less; for non-members, payment must accompany all orders.

Guides to Academic Placement of Students from Foreign Countries in Educational Institutions in the United States

Southern Africa	1980	$6	New Zealand	1981	$2
Algeria	1978	4	Islamic Republic of Pakistan	1977	6
Australia	1983		Peru	1983	2
Commonwealth Caribbean	1979	6	Switzerland	1981	2
Republic of China	1977	4	Thailand	1978	4
Colombia	1984		United Kingdom:		
Greece	1982	2	Medical Laboratory Science, Occupational Therapy, Physiotherapy	1980	6
Indonesia	1979	4			
Iran	1970	1			
Israel	1976	6			
Italy	1981	2			
Jordan	1969	1			
Mexico	1982	4	Venezuela	1978	4
Netherlands	1984	4	Vietnam	1970	1

*The Council (CEC) is represented by members of the following organizations: American Association of Collegiate Registrars and Admissions Officers, American Association of Community and Junior Colleges, American Council on Education, College Entrance Examination Board, Council of Graduate Schools in the U.S., Institute of International Education and National Association for Foreign Student Affairs. Observer organizations are the U.S. Department of State (Agency for International Development), the U.S. Information Agency (Educational and Cultural Affairs), the U.S. Office of Education (Comparative Education Section) and the State of New York Education Department (Division of Professional Licensing).

Placement Guides to Accompany U.S. Office of Education Publications

Selected French Speaking Sub-Saharan African Countries	1975	$1
Ghana	1976	3
Hungary	1972	1
Japan	1976	3
Spain	1975	2

Out-of-Print

Out-of-print publications are listed below. They are available in microfilm from University Microfilms International, Box 1467, Ann Arbor, MI 48106. In the United States call (800) 521-0600; in Canada, (800) 268-6090. Please indicate order number.

Guides to the Academic Placement of Students from Foreign Countries in Educational Institutions in the United States

Title	Year	Order No.	Price*	
Argentina	1962	OP 56,919	X$26.30	M$20 —
Austria	1961	OP 56,917	X 20	M 20 —
Canada	1974	PB 01,663	X 52	M 26 —
Coastal Countries of the Arabian Peninsula	1974	2,006,186	X 49	M 24.50 LB$54.70
France	1975	2,015,045	X 66.80	M 33.40 —
Germany	1966	2,016,034	X 20	M 20 —
Greece	1974	2,006,187	X 20	M 20 LB 28
India	1971	2,011,730	X 99	M 49.50 LB 100.30
Iraq	1966	2,016,035	X 20	M 20 —
Italy	1962	OP 56,910	X 25.30	M 20 —
Japan	1966	2,011,295	X 64	M 32 LB 69
Korea	1975	2,017,394	X 28.50	— —
Lebanon	1964	OP 71,701	X 24.80	M 20 —
Libya	1972	2,006,188	X 29	M 20 LB 34
Mexico	1968	PB 01,662	X 75.80	M 37.90 —
Netherlands	1961	OP 56,907	X 24.50	M 20 —
Nigeria	1977	2,011,731	X 32	M 20 LB 37
Norway	1971	PB 02,322	X 22.80	M 20 —
Saudi Arabia	1968	2,016,033	X 40	M 20 —
Scandinavian Study Tour	1959	OP 56,908	X 34.50	M 20 —
Spain	1967	2,011,296	X 34	M 20 —
Switzerland	1965	PB 02,324	X 28.30	M 20 —
Syria	1978	2,007,718	X 36	M 20 —
Thailand	1959	OP 56,913	X 24	M 20 —
Turkey	1972	PB 00,640	X 36	M 20 —
United Arab Republic	1970	OP 71,678	X 22	M 20 —
United Kingdom	1976	2,016,031	X 72	M 36 —
Venezuela	1961	OP 56,912	X 20	M 20 —

* X-Xerographic M-Microfilm LB-Cloth Bound

Placement Guides to Accompany U.S. Office of Education Publications

Title	Year	Order No.	Price*	
Afghanistan	1961	OP 56,918	X$20	M$20
Brazil	1974	2,016,032	X 20	M 20
Caribbean	1961	OP 56,915	X 20	M 20
Chile	1965	2,017,390	X 20	—
Colombia	1974	PB 01,665	X 20	M 20
Czechoslovakia	1964	2,017,385	X 20	—
Hong Kong	1961	OP 56,911	X 20	M 20
Iran	1976	2,006,189	X 20	M 20
Kenya	1973	2,006,190	X 20	M 20
New Zealand	1965	2,017,388	X 20	—
Peru	1965	2,017,389	X 20	—
Philippines	1962	OP 56,906	X 20	M 20
Poland	1964	2,017,387	X 20	—
Rumania	1961	OP 56,905	X 20	M 20
Soviet Zone of Germany	1966	2,017,391	X 20	—
Taiwan	1967	2,017,393	X 20	—
Tanganyika	1961	OP 56,914	X 20	M 20
U.S.S.R.	1966	2,017,392	X 20	—

* X–Xerographic M–Microfilm

AACRAO/NAFSA Workshop Reports

These workshops are sponsored by the AACRAO/NAFSA Joint Committee on Workshops (JCOW). Participation is by application (watch the AACRAO and NAFSA newsletters for announcements of forthcoming workshops). The 20 to 25 participants are responsible for the contents of these reports which generally include charts of the educational systems covered, grading systems and other quality factors, a bibliography and admission and placement recommendations.

Institutional members of AACRAO and/or NAFSA members who have indicated an affiliation with the Admissions Section receive copies of all workshop reports. Copies are also available from NAFSA, 1860 19th St., N.W., Washington, DC 20009, or from ERIC (see below). (Prices range from $1–$3.) The AACRAO/NAFSA Workshop Reports are listed below in chronological order.

*The Evaluation of Asian Educational Credentials: A Workshop Report.** Lee Wilcox, editor. 1966. A report of the 1965 Hawaii Workshop, co-sponsored by NAFSA, AACRAO and the Institute for Technical Interchange at the East-West Center. A study of the educational systems of the following countries: India, Japan, Philippines and Taiwan.

*Report of the Training Workshop on the Evaluation of Asian Educational Credentials.** Richard Dremuk, editor. 1968. A report of the 1967 Hawaii workshop, co-sponsored by NAFSA, AACRAO and the Institute for Technical Interchange at the East-West Center. A study of the educational systems of the following countries: Vietnam, Laos, Cambodia, Thailand, Indonesia and Korea.

*The Admission and Placement of Students from Latin America: A Workshop Report.** Lee Wilcox, editor. 1969. A report of the 1968 Latin American workshop covering the educational systems of the following countries: Brazil, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Colombia and Venezuela.

*The Admission and Placement of Students from the Pacific-Asia Area: A Workshop Report.** Sanford C. Jameson, editor. 1970. 93 pages. A report of the 1969 Hawaii Workshop, co-sponsored by NAFSA, AACRAO and the Institute for Technical Interchange at the East-West Center. A study of the educational systems of the following countries: Australia, Ceylon, Hong Kong, India, Malaysia, New Zealand, Pakistan, Singapore, Okinawa and Pacific Islands.

*The Admission and Placement of Students from Latin America: A Workshop Report.** Joel Slocum, editor. 1971. An intensive study of the educational systems of Argentina, Chile, Ecuador and Peru.

*The Admission and Academic Placement of Students from the Caribbean.** Cynthia Fish, editor. 1973. 198 pages. A report of the 1972 workshop held in Santo Domingo, the Dominican Republic. An intensive study of the educational systems of Cuba, the Dominican Republic, the French West Indies, Haiti, Puerto Rico and the U.S. Virgin Islands.

*The German-American Conference on Educational Exchange.** Philip P. Byers, editor. 1974. 113 pages. A report on the 1972 German-American Workshop on Educational Exchange which deals with the educational system in the Federal Republic of Germany, German-U.S. degree equivalencies and other considerations relating to the admission and academic placement of German students in U.S. colleges and universities.

*The Admission and Academic Placement of Students from Nordic Countries.** Cliff Sjogren, editor. 1974. 112 pages. A report of the 1973 Scandinavian workshop. An intensive study of the educational systems of Denmark, Finland, Iceland, Norway and Sweden.

*The Admission and Academic Placement of Students from Selected Sub-Saharan African Countries.** Cynthia Wise, editor. 1974. 258 pages. A report of the 1973 African workshop. The report covers the educational systems of more than 20 majority-ruled African nations; both Anglophone and Francophone systems are covered.

*The Admission and Academic Placement of Students from Selected Arab Countries.** Frank J.

*Out of print. Available in microfiche from Educational Resources Information Center (ERIC), Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.

Molek and Kathleen Brusick, editors. 1975. 107 pages. A report of the 1975 Middle East workshop. An intensive study of the educational systems of Jordan, Egypt, Kuwait and Saudi Arabia.

*The Admission and Academic Placement of Students from Selected Latin American Countries: Bolivia, Brazil, Paraguay and Uruguay. A Workshop Report.** Caroline Aldrich-Langen, editor. 1978. 156 pages. An intensive study of the educational systems of Bolivia, Brazil, Paraguay and Uruguay.

The Admission and Academic Placement of Students from Hong Kong, Malaysia, Philippines, and Singapore. Homer Higbee and Margaret K. Winters, editors. 1980. 237 pages. A report of the 1979 workshop sponsored by NAFSA, AACRAO and JCOW. A study of the educational systems of Hong Kong, Malaysia, the Philippines and Singapore. ($2.50)

The Admission and Academic Placement of Students from: Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic. J.K. Johnson, editor. 1984. 114 pages. A report of the 1983 workshop sponsored by NAFSA, AACRAO, and JCOW. A study of the education systems of Bahrain, Oman, Qatar, United Arab Emirates and the Yeman Arab Republic. ($5 plus $2.50 postage and handling)

Periodicals

Updated information on foreign educational institutions and systems is available through the following periodicals available either by subscription or through membership in the association:

NAFSA Newsletter—published eight times per year; contains articles pertinent to each of NAFSA's five interest sections (admissions, foreign student advising, teaching English as a second language, community programs and U.S. students abroad). Of particular interest is "Information Exchange," a forum in which the membership shares matters of professional concern. ($12 per year)

IIE Institutional Reports—published by the Institute of International Education; contains updated educational information gathered by IIE's field representatives in various countries. Available from IIE, 809 United Nations Plaza, New York, NY 10017.

Human Resource Developments—published by America-Mideast Educational and Training Services; contains articles on education in the Middle East. Available from AMIDEAST, 1717 Massachusetts Ave., N.W., Washington, DC 20036. ($15 per year)

*Out of print. Available in microfiche from Educational Resources Information Center (ERIC), Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.

Organizations

There are a number of organizations and clearinghouses which can be consulted for assistance, including information about the language, cultural background or academic experiences of foreign students. In many cases, national associations have state or local affiliates. Contact the national office to inquire about the location of the nearest affiliate or service center.

Bilingual Education Support Service Center
Office of Bilingual Education and
Minority Language Affairs
Department of Education
Reporters Building, 4th Floor
7th and D Streets, S.W.
Washington, DC 20202
Phone: 202/245-2600

These service centers represent a network of regional centers which provide service to linguistic minority children and their teachers. Each service center serves a specific geographical area; however, many also, as a result, specialize in the linguistic and cultural characteristics of certain ethnic groups. For example, the service center in Guam provides information on Chamorro (Guamanian), the center in Hawaii on Tagalog and Ilocano and others provide specialized information on American Indian languages and culture. The staff can also assist in identifying appropriate materials and tests for use with children from a variety of language groups. Contact the above address for a list of the local centers and the areas they serve.

Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, DC 20007
Phone: 202/298-9292

The Center for Applied Linguistics (CAL) is a nonprofit research and service organization dealing with issues of language in education and society. CAL serves as a source of information and assistance for school systems, teachers and administrators dealing with the linguistically or culturally different child. CAL has produced a number of materials which provide guidance on materials and tests, available resources and program design. CAL also houses information on the less-commonly taught languages and has extensive experience with refugee and immigrant groups. Contact them for a catalog and description of services.

Educational Resources Information Center
Clearinghouse of Languages and Linguistics
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, DC 20007
Phone: 202/298-9292

The Educational Resources Information Center (ERIC) is a national computer clearinghouse on issues in education. Various clearinghouses put information into the system, including research reports, curriculum materials, project descriptions and other materials which might not otherwise be available through commercial channels. The ERIC Clearinghouse on Languages and Linguistics, which is housed at the Center for Applied Linguistics, publishes a number of materials of use in meeting the language and cultural orientation needs of foreign students, including materials which address language teaching, testing and program design. ERIC documents are available on microfiche, in libraries housing the ERIC collection and through the ERIC Document Reproduction Service. Contact the ERIC Clearinghouse for information about the nearest ERIC collection or ERIC services.

National Association for Bilingual Education
Room 405
1201 16th Street, N.W.
Washington, DC 20036
Phone: 202/822-7870

The National Association for Bilingual Education (NABE) is a professional association of educators dealing with the concerns of minority language children in the United States. While the focus of this organization is upon immigrant and migrant children, it can provide information about bilingual materials and tests which could be useful (especially if the foreign student's language is one also spoken by a substantial number of children in American schools) and identify speakers of other languages which could assist in intake and placement of foreign students.

There are local affiliates of NABE which can be identified by contacting the national office.

National Clearinghouse for Bilingual Education
1555 Wilson Boulevard
Suite 605
Rosslyn, VA 22209
Phone: 703/522-0710
800/336-4560

The National Clearinghouse for Bilingual Education (NCBE) is a computerized data base and clearinghouse which can provide bibliographies of materials and tests in a variety of languages, as well as packets of information on the language and culture of many of the minority language groups in the United States. Like NABE, the focus is on immigrant and migrant groups in the United States, but some of the information would be useful with other foreign students as well. Note that there is a toll-free number to call.

Teachers of English to Speakers of Other Languages
202 DC Transit Building
Georgetown University
Washington, DC 20057
Phone: 202/625-4569

The Teachers of English to Speakers of Other Languages (TESOL) is the professional association of ESL teachers, administrators and teacher educators, with affiliates in many states and regions of the United States, as well as around the world. The members of the organization belong also to Interest Sections, two of which would be of interest to readers:

- ESL in Elementary Schools
- ESL in Secondary Schools

The local affiliates can help identify a trained ESL professional to provide proficiency testing, assist with student placement and identify resources (both publications and human resources) which can be called upon during the school year. TESOL publishes a number of materials, one of which—a guide to available English as a second language tests (forthcoming)—will be especially helpful.

GUIDANCE/COUNSELING

Cross-cultural

There are a number of organizations, publications and audiovisual materials available to help increase the cross-cultural awareness of adults and students. A sampling of these are listed below. The list of publications is excerpted from the NAFSA publication *Cross-cultural Learning in K-12 Schools: Foreign Students as Resources.* It is reprinted with NAFSA's permission. Price and ordering information for that publication are given below in the description of NAFSA.

Publications

A Guide to Culture in the Classroom by Muriel Saville-Troike (1978)

A Guide to Culture in the Classroom is an invaluable tool for educators who want to know more about minority culture and language of children in their school. Academic achievement and school can be made more meaningful when educators understand and appreciate the richness of the culture and heritage their students bring to school. It is with this belief that this publication was prepared. Available for $4.50 from the National Clearinghouse for Bilingual Education (NCBE), 1555 Wilson Boulevard, Suite 600, Rosslyn, VA 22209, phone: 703/522-0710.

A Manual of Structured Experiences for Cross-cultural Learning, edited by William H. Weeks, Paul B. Pederson and Richard W. Brislin (1977)

Techniques developed within the field of human relations training and which are described collectively as structured learning experiences provide the vehicle for culture learning in this publication. Available for $5.95 from Intercultural Press, Inc., P.O. Box 768, Yarmouth, ME 04096, phone: 207/846-5168.

American Cultural Patterns: A Cross-Cultural Perspective by Edward C. Stewart (1980)

Cross-cultural analysis of American cultural assumptions and values and a comparison of cultural patterns of thinking and behaving. Widely used as a text in intercultural courses. Available for $6.50 from Intercultural Press, Inc., P.O. Box 768, Yarmouth, ME 04096, phone: 207/846-5168.

Background Notes on Countries of the World

The U.S. State Department's *Background Notes* are a series of continuously updated briefings, ranging in length from three to fifteen pages, giving general information on 167 individual countries. Topics covered for each country include: The People; History; Government; Political Conditions; The Economy; Foreign Relations; and Relations with the United States. The *Background Notes* are available for $2 each from Superintendent, U.S. Government Printing Office, Washington, DC 20402.

"Beyond Cultural Identity: Reflections on Cultural and Multi-cultural Man" by Peter S. Adler, *Topics in Culture Learning of the East-West Center Culture Learning Institute,* Volume II (1974)

One in a series of studies on cross-cultural encounters and sensitivities. Available from the East-West Center, 1776 East-West Road, Honolulu, HI 96822.

Beyond Culture by Edward T. Hall (1977)

The central theme of this book is that people need the experience of other cultures to learn. To survive, all cultures need each other. Hall proposes a global shift toward what he calls "cultural literacy" that will enable the human race to escape the constraints to "covert Culture" (which he describes as those aspects of culture that one takes for granted). Available in bookstores.

Beyond Experience: The Experiential Approach to Cross-Cultural Education, edited by Donald Batchelder and Elizabeth G. Warner (1977)

The articles in this book represent a sampling of the approaches and techniques developed by the Experiment in International Living and its School for International Training for increasing the cross-cultural awareness of its students. Available from the Experiment in International Living, Brattleboro, VT 05301, phone: 802/257-7751.

Bring Home the World by Stephen H. Rhinesmith (1975)

An excellent guide for international volunteer community organizations. Includes information critical for the operation of any organization such as planning, goal setting, financial management, recruiting and motivating workers and evaluation. In addition, the book addresses those concerns specific to international exchange programs such as cross-cultural counseling, intercultural adjustment and cultural values. Includes good bibliographic references. Available in bookstores.

Charting the Hidden Cultural Dimension: Comparative Assessment of Peoples' Perceptions, Meanings, Ways of Thinking by Margaret Nisi Brena (1980)

Understanding people whose background and experiences are significantly different from our own poses a difficult and demanding task. Cultural background and patterns of upbringing often produce subtle but important contrasts in people's perceptions, motivations and ways of thinking. This booklet discusses and illustrates some of the basic differ-

ences in priorities and concerns, in subjective meanings, images and world views which lie at the heart of intercultural relations and communication. Single copies available free of charge from the Institute of Comparative Social and Cultural Studies, Inc. (ICS), 4330 East-West Highway, Suite 900, Washington, DC 20014, phone: 202/656-7996.

Counseling Across Cultures, Revised and Expanded Edition, edited by Paul Pedersen, Juris Draguns, Walter Lonner and Joseph Trimble (1981)

A collection of 13 articles by 17 authors, this book is a comprehensive introduction to cross-cultural counseling. This revised version of a book originally printed in 1976 includes a thorough review of the literature dealing with intercultural counseling, behavioral counseling, Hispanics and Asian-Americans. Available for $10.75 from the University of Hawaii Press, 2840 Kolowalu, Honolulu, HI 96822, phone: 808/948-8255.

Cross-Cultural Counseling and Psychotherapy by Anthony Marsella and Paul Pedersen (1981)

A collection of 13 articles by 16 authors, this book takes a clinical approach to cross-cultural counseling in the following areas: foundations, evaluation, ethnocultural considerations and future perspectives. Available for $26.50 from Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523, phone: 914/592-7700.

Cultural Capsules (1984)

Up-to-date condensations on 20 Latin American countries, with information on life styles, culture, hints for travelers, etc. A total of 21 leaflets are available in either English or Spanish. Available for $17 from PAE Publications, Inc., 126 Manchester S.W., Wyoming, MI 49508, Attn: Sales Department.

Culturgram Series (1980/81)

Four-page pamphlets that teach about the customs, manners and lifestyles found within 75 different countries. 1–10 Culturgrams available for $.25 each; 11 or more copies available for $.15 each from Brigham Young University, Center for International and Area Studies, Publication Services, 130 FOB, Box 61, Provo, UT 84602, phone: 801/378-6528.

Foreign Area Studies

Foreign Area Studies are a series of Country Studies prepared by interdisciplinary research teams of scholars at Foreign Area Studies, The American University. Each Country Study describes the country's contemporary society, describing traditions, dominant beliefs and values, expectations of the people, etc. Contemporary society is examined in the context of its historical antecedents, current development and pressures for and against further change. Individual Country Studies are available for prices varying from $9.50 to $15 from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Gestures by Morris, Collett, March and O'Shaughnessy (1978)

A widely acclaimed study of body languages by a team led by the well-known anthropologist, Desmond Morris. The result of research in the United States and 25 European countries, this book is a pioneering study of the roots of American gestural communication. A must for anyone who is expected to understand the intricacies of nonverbal communication across cultures. Available for $12.95 from Intercultural Press, Inc., P.O. Box 768, Yarmouth, ME 04096, phone: 207/846-5168.

Helping Kids Learn Multi-Cultural Concepts: A Handbook of Strategies by Michael G. Pasternak (1979)

This book describes the efforts of an urban school system, working in partnership with three universities and community personnel, to create a different kind of school environment—a school environment in which people recognize, accept and seek to develop the uniqueness of each individual. Each school's program focused on the implementation by teachers and students of experiences designed to develop pride in one's ethnic and cultural heritage, to expose students to alternative lifestyles and cultural options, to develop understanding and appreciation for the validity of others' ethnicity and to fill the education voids that most students have concerning cultural and ethnic diversity. The book describes the process and activities used by the participants in this program, with an additional section on suggested resource materials and organizations. Available for $9.95 (must be prepaid) from the Research Press Company, 2612 N. Mattis Avenue, Champaign, IL 61820, phone: 217/352-3273.

The Hidden Dimension by Edward T. Hall (1966)

The central theme of this book is social and personal space (proxemics), man's cultural perception of it and the significance thereof for intercultural communication. Cross-cultural comparisons are included and explained. Available at bookstores.

How to Prepare a Culturgram

How to Prepare a Culturgram is a guide to assist individuals in compiling information about individual cultures, such as that contained in the *Culturgram Series* listed above. A detailed outline is provided, including such cultural characteristics as greetings, gestures, role relationships, expressions of general attitudes, the family, diet and food customs and education, to insure that a complete profile is compiled on the individual culture. Available from Brigham Young University, Center for International and Area Studies, Publication Services, 130 ROB, Box 61, Provo, UT 84602, phone: 801/378-6538.

Kinesics and Cross-Cultural Understanding by Genelle G. Morain (1978)

A lively examination of the roles of posture, movement, facial expression, eye contact, gestures and proxemics in cross-cultural interaction. Appendix includes exercises for sensitizing students to aspects of non-verbal communication. Available for $3.25 from the Center for Applied Linguistics (CAL), Office of Communication and Publications, 3520 Prospect Street, N.W., Washington, DC 20007, phone: 202/298-9292.

Learning Across Cultures: Intercultural Communication and International Educational Exchange, edited by Gary Althen (1981)

Brings together ideas in the field of intercultural communication that have value in the day-to-day work of people involved in international educational exchange. From a project funded by the International Communication Agency (now the U.S. Information Agency) (through NAFSA's Cooperative Projects Program) with additional help from the Johnson Foundation. Single copies available for $1 postage and handling from the National Association for Foreign Student Affairs (NAFSA), 1860 19th Street, N.W., Washington, DC 20009, phone: 202/462-4811.

The Silent Language by Edward T. Hall (1963)

Classical study of communication, especially non-verbal communication, as it is affected by culture. Hall emphasizes that "out-of-awareness" aspects of human activity transmit messages that are easily misunderstood cross-culturally. He lists ten basic kinds of human activity, called Primary Message Systems, that can be used as reference points to analyze and better understand a culture group. Available at bookstores.

The UNESCO Courier

Published by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the *Courier* is a monthly periodical which examines various issues, peoples and cultures throughout the world. Each issue is devoted to a specific theme, with articles by international scholars, writers and educators. Subscriptions are available for $17 for 12 issues from UNIPUB, Periodicals Division, P.O. Box 1222, Ann Arbor, MI 48106.

Organizations

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
Phone: 703/528-0700

The American Association of School Administrators (AASA) has developed a kit to enable school administrators to develop a global perspective in the existing curriculum. The kit includes a 10-minute slide/sound production and publications including *Global Education: A Personal Experience* and *Getting Started in Global Education: A Primer for Principals and Teachers*, to create an awareness of the opportunities to broaden students' attitudes, decision-making skills and knowledge of the interdependence of all people of the world. Available for $89.95 per kit plus $6.30 shipping and handling.

Association for Supervision and Curriculum Development
225 N. Washington Street
Alexandria, VA 22314
Phone: 703/549-9110

The Association for Supervision and Curriculum Development (ASCD) has a number of resources for teachers and supervisors.

Center for International Training and Education
Council on International and Public Affairs, Inc.
777 United Nations Plaza, Suite 9-H
New York, NY 10017
Phone: 212/972-9877

The Center for International Training and Education (CITE) offers a number of teaching resources, publications and training activities to help internationalize the school curriculum in the United States.

Center for Teaching International Relations
University of Denver
Denver, CO 80208
Phone: 303/753-3106

The Center for Teaching International Relations (CTIR) has a number of resources for teachers and conducts workshops and consultation services on many aspects of intercultural relations. One publication in particular that might be of interest is *Global Issues: Activities and Resources for the High School Teacher* by Kenneth Switzer and Paul T. Malloy (1979). This is an introduction to teaching about contemporary global concerns in the high school social studies classroom and contains background and lesson plans for seven units in addition to 39 reproducible student handouts. Available for $7.95.

ERIC Clearinghouse for Social Studies/ Social Science Education
855 Broadway
Boulder, CO 80302
Phone: 303/492-8434

The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC) has a number of reference sheets and provides computer searches of the ERIC system and other data bases. One document which might be of particular interest is *Curricular Dimensions of Global Education* (1979) which discusses the curricular implications of global studies for teachers of all subjects and grade levels, empha-

sizing that the global approach can facilitate the integration of knowledge. The purpose is to help educators become aware of the implications that global studies have for their special interests.

Global Education Outreach, Ltd.
2000 L Street, N.W., Suite 320
Washington, DC 20036
Phone: 202/955-1320

Global Education Outreach, Ltd. (GEO) is a non-profit, tax exempt educational organization that specializes in programs on global issues for K-12 educators, secondary school students, teacher trainers and public audiences. A series of dialogues on global issues (GEO/LOGUES) for secondary school students and their teachers are scheduled during the 1984–85 academic year in the Washington, DC area. Programs for audiences outside the Washington area (GEO/SCOPES) are also being planned. GEO also offers consultative services on in-service training, curriculum development and program evaluation.

Global Perspectives in Education, Inc.
218 E. 18th Street
New York, NY 10003
Phone: 212/475-0850

Global Perspectives in Education (GPE) has a number of resources for teachers, a directory of organizational resources, a school service program, materials for classroom activities and other publications. One publication that might be of particular interest is *Global Education and International Exchange, Intercom No. 106* (1985). This deals with the potential role of internationally experienced students as resources in the classroom through articles and lesson plans. It also contains descriptions of some exchange organizations. Available for $7. GPE also produces an information memo, ACCESS, which provides subscribers with current information about new materials, related funding and legislation, notes on important articles and books, workshops, conferences and professional training opportunities and internships and job openings. Published eight times per year from September to June: annual subscription is $18.

Intercultural Press, Inc.
P.O. Box 768
Yarmouth, ME 04096
Phone: 207/846-5168

Intercultural Press produces and distributes a number of publications on cross-cultural education, including some country specific information.

International Youth Exchange Staff
U.S. Information Agency
301 4th Street, S.W., Room 255
Washington, DC 20547
Phone: 202/485-7299

To assist with the President's International Youth Exchange Initiative, approximately 19 states and communities have been selected to sponsor major activities involving foreign students coming to the United States as participants of the Initiative. Persons involved in these projects would be good sources of information for ways to increase cross-cultural communication and understanding. For a complete list of persons and organizations participating in this project, contact the International Youth Exchange Staff.

A publication providing information for American students and host families on international youth exchange was also produced as part of the President's International Youth Exchange Initiative. This publication, *One Friendship at a Time: Your Guide to International Youth Exchange,* includes a listing and general descriptions of the major exchange organizations operating at the secondary school level. It is available free of charge from Youth Exchange, Pueblo, CO 81009.

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009
Phone: 202/462-4811

The National Association for Foreign Student Affairs (NAFSA) offers a number of resources for teachers and administrators on the various aspects of international educational exchange. Several items of particular interest are:

- *Cross-cultural Learning in K-12 Schools: Foreign Students as Resources* (1982). Provides ideas about ways foreign students enrolled in grades K-12 can be involved in schoolwide and classroom activities to incorporate an intercultural dimension into all aspects of school life. Includes an extensive list of resource materials and organizations to assist teachers and administrators in initiating these activities. Available for $5.
- "Cross-cultural Learning in K-12 Schools: Foreign Students as Resources" (Audiovisual). 1982. A 12-minute audiovisual presentation which includes pictures taken in schools throughout the United States depicting a number of activities in which foreign students enrolled in elementary and secondary schools are involved as educational resources. Available in slide/tape or filmstrip/tape format for $20. (Please specify which format is desired when ordering.)
- *Foreign Students as Teachers: Learning with Foreign Students* by Josef A. Mestenhauser and

Dietmar Bursig (1978). Ideas on how foreign students act as learning resources for U.S. students and faculty. Companion to *The Foreign Student Adviser and Learning with Foreign Students,* which describes methods that foreign student advisers and others working with foreign students can use to organize intercultural learning opportunities. Single copies of either publication are available for $1 postage and handling.

National Association of Independent Schools
18 Tremont Street
Boston, MA 02108
Phone: 617/723-6900

Through its national conferences, occasional workshops on topics of special interest and diverse publications and services, the National Association of Independent Schools (NAIS) offers its membership of approximately 800 schools guidance and support in an array of educational and business matters. NAIS offers a publication of particular interest in dealing with the foreign student in independent schools: *International Students in the Independent School . . . a Handbook* (1980). This publication gives information on such foreign student concerns as admission, student recruitment, curriculum and student support services and college placement. Available for $7.

National Association of Secondary School Principals
1904 Association Drive
Reston, VA 22091
Phone: 703/860-0200

The National Association of Secondary School Principals (NASSP) has a Committee on International Programs that deals with a number of international issues affecting secondary schools and has a number of publications for teachers on international concerns.

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
Phone: 703/838-6722

The National School Boards Association (NSBA) conducts a number of international activities. Of particular interest is a videotape produced by NSBA, *NSBA Reports: The Global Connection* (1981), which demonstrates how students can acquire the knowledge, skills and attitudes necessary to function effectively as citizens in an emerging "Global Age." It highlights the benefits for students: how they can learn to develop a global perspective, minimize bias and improve the quality of information that goes into making their decision. It explains how they can learn to manage change, become aware of side effects and surprise effects when introducing change, conserve resources and handle interpersonal conflict. Finally, it discusses how global education will help restore a great measure of confidence and control over the global events that will affect their lives. Available for rental or purchase; for ordering information, contact Arthur L. Swerdloff Productions, 4224 Ellenita Avenue, Tarzana, CA 91356, phone: 213/344-6730.

Society for Intercultural Education, Training and Research
1414 22nd Street, N.W.
Washington, DC 20037
Phone: 202/862-1990

The Society for Intercultural Education, Training and Research (SIETAR) is an organization of educators and trainers involved in cross-cultural communication and research. They can help identify resources in the area, especially people interested in cross-cultural communication and orientation.

U.S. IMMIGRATION CONCERNS

Publications

Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars (1982).

The *Adviser's Manual* covers different aspects of immigration law and procedures, including nonimmigrant visa classifications. A valuable resource to anyone interested in regulations affecting immigration law, the 1981 edition of the *Adviser's Manual* should be used with the updated *Emendations* listed below. The *Adviser's Manual* is available for $2 from the National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009, phone: 202/462-4811.

Emendations (to the *Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars*) (1983)

Intended to be used with the 1981 edition of the *Adviser's Manual,* this partial revision is an important reference guide for individuals with professional responsibilities and interest in immigration matters. Available for $5 from the National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009, phone: 202/462-4811.

Student and School Regulations

Student and School Regulations is a publication produced by the Immigration and Naturalization Service (INS) which outlines all sections of federal regulations with which designated school officials responsible for F-1 students must comply. For ordering information, contact a local office of INS (see below).

Organizations

Immigration and Naturalization Service
425 I Street, N.W.
Washington, DC 20536

The Immigration and Naturalization Service (INS) is the agency of the Department of Justice charged with the administration and enforcement in the United States of the Immigration and Nationality Act, which regulates and controls the flow of aliens into the United States for permanent or temporary residence. Inquiries about regulations and procedures affecting foreign students in the United States should be directed initially to the nearest District Office of INS, which may be found listed in local telephone directories under the heading "U.S. Government." The central office of INS is listed above.

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009
Phone: 202/462-4811

The National Association for Foreign Student Affairs (NAFSA) has a Government Relations office which will respond to inquiries related to immigration concerns as they impact on foreign students and scholars in the United States. NAFSA has several publications available relating to immigration regulations and procedures, including the *Adviser's Manual of Federal Regulations Affecting Foreign Students and Scholars* and *Emendations,* both listed above.

Evaluation Sheet

1. Are you a:
   _____ principal
   _____ administrator (title _____)
   _____ teacher
   _____ counselor
   _____ other (please specify _____)

2. Which section of the publication was most useful to you:
   _____ Introduction
   _____ Considerations and Issues for Principals
   _____ Admission/Academic Placement
   _____ Guidance/Counseling
   _____ Country/Culture Profiles
   _____ Appendices

3. Is the publication organized in a way so you can easily find information pertinent to your dealings with foreign students? _____ yes _____ no If no, can you suggest a better organization?

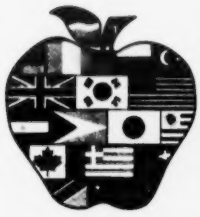
4. Have you found the information provided in this publication useful in the management of foreign student exchanges?

5. What is missing from the publication that you would use or like to have in it?

6. Additional comments:

Please detach at perforated line, fold at lines indicated, affix stamp and return to NAFSA. Thank you.

K-12 Program
National Association for
Foreign Student Affairs
1860 19th Street, N.W.
Washington, DC 20009



COUNTRY/CULTURE PROFILES

International Students in the United States: A Guide for Secondary School Administrators

National Association for Foreign Student Affairs
K-12 Program

The National Association for Foreign Student Affairs (NAFSA), through a grant from the International Youth Exchange Office of the U.S. Information Agency (USIA), is pleased to present the attached country/culture profiles on Brazil, Egypt, Finland, India, Israel, Mexico, Nigeria, the Philippines, the Republic of Korea, Spain, Sweden and Thailand. These are supplements to the profiles on Canada, the Federal Republic of Germany, France, Italy, Japan and the United Kingdom that appear in the NAFSA publication *International Students in the United States: A Guide for Secondary School Administrators.* (That publication, also produced under a grant from the International Youth Exchange Office of the U.S. Information Agency, was first published in May 1984, with a second printing in January 1985.)

As is noted in the introduction to the country/culture profiles section of the *International Students* publication, these brief profiles are presented to assist school officials and/or families in welcoming students from these countries to the United States and in orienting U.S. students going to these countries to study. These profiles are not intended to be all-inclusive, but rather to represent cultural sketches from which, by referring to other sources, individuals may fill in the various hues and forms so that ultimately a much clearer picture of the country's culture is obtained.

In addition, the sequences of the elementary and secondary education systems of the above-mentioned countries are outlined. It must be borne in mind that most countries have various tracks through the secondary schools for students with different career objectives. The academic track which normally leads to higher education is concentrated on here. Users should understand that they may encounter educational transcripts that reflect different educational or vocational patterns.

General information on cross-cultural counseling and foreign student admissions is included in the *International Students* publication, which is available for $6.50 per copy (discounts are available for bulk orders) from NAFSA, 1860 19th Street, N.W., Washington, DC 20009, phone: 202/462-4811.

NAFSA wishes to express thanks to the International Youth Exchange Office of the U.S. Information Agency for providing the grant which has made the compilation of these profiles possible. The opinions expressed in the profiles do not necessarily reflect the position or policy of USIA and no official endorsement by USIA should be inferred.

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NAFSA Committee on Foreign Students
in Elementary and Secondary Schools
Washington, D.C.
August 1985

The National Association for Foreign Student Affairs (NAFSA) is a nonprofit membership association that provides training, information and other educational services to professionals in the field of international educational exchange. Its 5,200 members — from every state in the United States and more than 50 other countries — represent primarily colleges and universities but also elementary and secondary schools, public and private educational associations, exchange organizations, national and international corporations and foundations and community organizations. Through its publications, workshops, consultations with institutions and conferences, the association serves as a source of professional training, a reference for standards of performance and an advocate for the most effective operation of international educational exchange.

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BRAZIL

Most North Americans are surprised to recall that Brazil is the South American country where Portuguese, not Spanish, is spoken. Linguistic difference is only one factor that makes Brazil distinct from the rest of Latin America. With a land mass as expansive as the continental United States, Brazil is the fifth largest country in the world. One nation, divided into 23 states, its culture is rich and diverse.

With a 1981 population of 122 million, Brazil is the most populous country in Latin America and ranks sixth in the world. Its population is the great melting pot of Latin America. Various ethnic groups comprise the Brazilian population: the indigenous Indians; the Portuguese, who began colonizing in the 16th century; Africans brought to Brazil as slaves; and various European and Oriental immigrant groups that have settled in Brazil since the mid-19th century.

While the Portuguese were the first to colonize the country, establishing its first capital in the northeast state of Bahia, the French and Dutch controlled territories and trading posts in two northern states where their influence is reflected in the architecture and culture. Italians, Germans, Slavs, Arabs and Japanese continue an immigration to Brazil that has persisted for two centuries. Southern Brazil boasts a population that is heavily Germanic and Slavic, while the state of São Paulo has one of the largest Japanese populations outside Japan.

The indigenous population lives in the interior regions of Brazil and has never mixed with the European, Oriental or Middle Eastern groups that now populate the country. Some of the most primitive groups are found in the Amazon regions. In fact, the indigenous population has been threatened with extinction because government and industrial programs to develop the interior conflict with their territorial claims. Allegations of mistreatment of the Brazilian Indian population by government and industrial concerns has received great attention in Brazil. The government remedy for the problem has been to establish Indian reservations similar to those created in the United States during the 19th century.

One of the most striking features of Brazilian culture is the phenomenon of *micegenação* or miscegenation which allows most Brazilians to claim blood linkage with the black Africans who came to the country as slaves until that system was abolished in 1883. Today, racism is virtually non-existent in the country. The mixture of black culture with non-black is reflected in all aspects of Brazilian society from the famous *macumba* or voodoo, which is a hybrid of the colonial Catholicism and various African cults, to the food which is a mixture of French and African cuisines.

Just as there is great diversity in the Brazilian population, so is there in its economy. The industrialized southern states of the Rio Grande do Sul, São Paulo and Santa Catarina differ greatly from the poor underdeveloped areas of the north and drought plagued northeast. In the days of economic instability, a joke was often heard that, "Brazil was the country of the future, and always will be," but today, Brazil is perhaps the most economically important country in South America. Possessing a plethora of untouched wealth in mineral deposits, rich forests, agricultural areas and a relatively strong manufacturing base, Brazil has the capacity to overcome various economic and political drawbacks. Although it is one of the most heavily indebted countries in the world, its economic buoyancy earns it the confidence of international bankers and investors.

Even with one of the most successful economic stories in Latin America, Brazil remains a country of highly divergent income distribution. The current administration is making efforts to improve economic distribution, but recent studies indicate that household incomes of the poor population have not increased, while income levels of the wealthy class have risen significantly. Economic depression, coupled with severe droughts in rural areas, has resulted in massive migration of poor people to urban slums known as *favelas*.

The Roman Catholic church, to which approximately 93 percent of the Brazilian population belongs, has responded to the unequal income distribution problems and serves as a source of strength, power and influence in all sectors in Brazilian life.

The highly skewed income also has impacted the politics of Brazil. Unions have had a strong resurgence of activity after an *abertura* or relaxation of the autocratic military rule known as *ditadura*. Currently, Brazil is undergoing a careful adjustment to participatory democracy. Ruled by various military personnel since 1964, Brazilians recently elected representatives to their bicameral congress. In 1985, Brazilians elected the first non-military president to office and did not bring former military leaders to trial.

Despite a number of economic setbacks and political repression before the beginning of the *abertura*, the Brazilians have managed to maintain an optimistic outlook on life, a keen sense of humor and an overall predisposition to happiness and dance. Because Brazil is such a large country, there are a number of cultural variations from one region to another. This fact makes it difficult to characterize a "generic" Brazilian, but there are some common features.

Brazilians are proud of their food and take great pleasure in eating. Brazilian food has been influenced by a variety of cuisines including Portuguese, French, Italian and Japanese. There are special dishes like *feijoada*, a mixture of beans and pork, that

are considered heavy, but which are served on special occasions. The climate permits the production of an abundance of fruits of many types including pineapple, banana, mango, avocado and the fruit of the cashew known as *caju*. However, apples, peaches and pears, common fruits in the United States, are considered luxuries in Brazil. A favorite drink is the *vitamina*, which is a blend of fruit juices, milk and sugar. Another popular beverage is *café com leite*, coffee with milk. Many Brazilians languish for hours of conversation over coffee served with bread and cheese.

Generally, Brazilians are extremely affectionate and expressive. They often touch the arm or shoulder in conversation. Young people of the opposite sex greet each other with a kiss on each cheek, asking *"Tudo bem?"* or "How's it going?" Young male friends greet each other with an embrace. Many North Americans may be surprised by such open expressions of friendship and affection. "Thank you" and "please" also are used often among young people.

Many Brazilian students coming to the United States are from middle to upper class families. It is quite common for Brazilian households to have a housekeeper for kitchen, laundry and cleaning duties. Many homes are spacious and most youngsters have their own bedrooms. Sharing rooms in a dormitory or in a home could require some adjustment for the new arrival. However, students from less affluent families will be accustomed to sharing living space with many people under cramped conditions.

Education System

In 1971, a federal law standardized elementary education in Brazil. Although efforts are still maintained to institutionalize that law, obstacles of poverty and demographic variables have kept the literacy rate at only 40 percent.

The system includes eight years of basic education. The Ministry of Education has planned a curriculum which attempts a synthesis between general education and work initiative. The last two years of basic education are devoted to determining the pupil's aptitudes for work without focusing on vocational training as such. This system is believed useful in poor rural and urban areas as a means of preparing young people for entry into the work force. The elementary school curriculum comprises a basic nucleus which is compulsory for the entire country. A portion of the curriculum is variable depending on local needs, and is determined by each State Educational Council. First level education is compulsory in grades 1 through 8.

Four years of secondary education follow the basic education, known as the "second level" (grades 9 through 11). Few Brazilians enter secondary education, especially in poor families. Secondary schools are either private or public; however, each reports to the Secretariat of Education in the state. Every graduating high school student receives a diploma.

Brazil has a sophisticated higher education system which dates from the 16th century. Examinations for entrance to higher education institutions are taken after students successfully complete eight years of elementary and three or four years of secondary education.

Grading practices continue to vary from school to school despite attempts to standardize the system. Student performance is evaluated by *conceitos* or letter grades.

Language of Instruction: Portuguese

Grading System			*U.S.*
Superior Superior (SS)	Very superior	10.0	A
Media Superior (MS)	Superior	7.0-8.9	B
Media Media (MM)	Average	5.0-6.9	C
Media Inferior (MI)	Below average	3.0-4.9	D
Inferior Inferior (II)	Inferior	0.1-2.9	F

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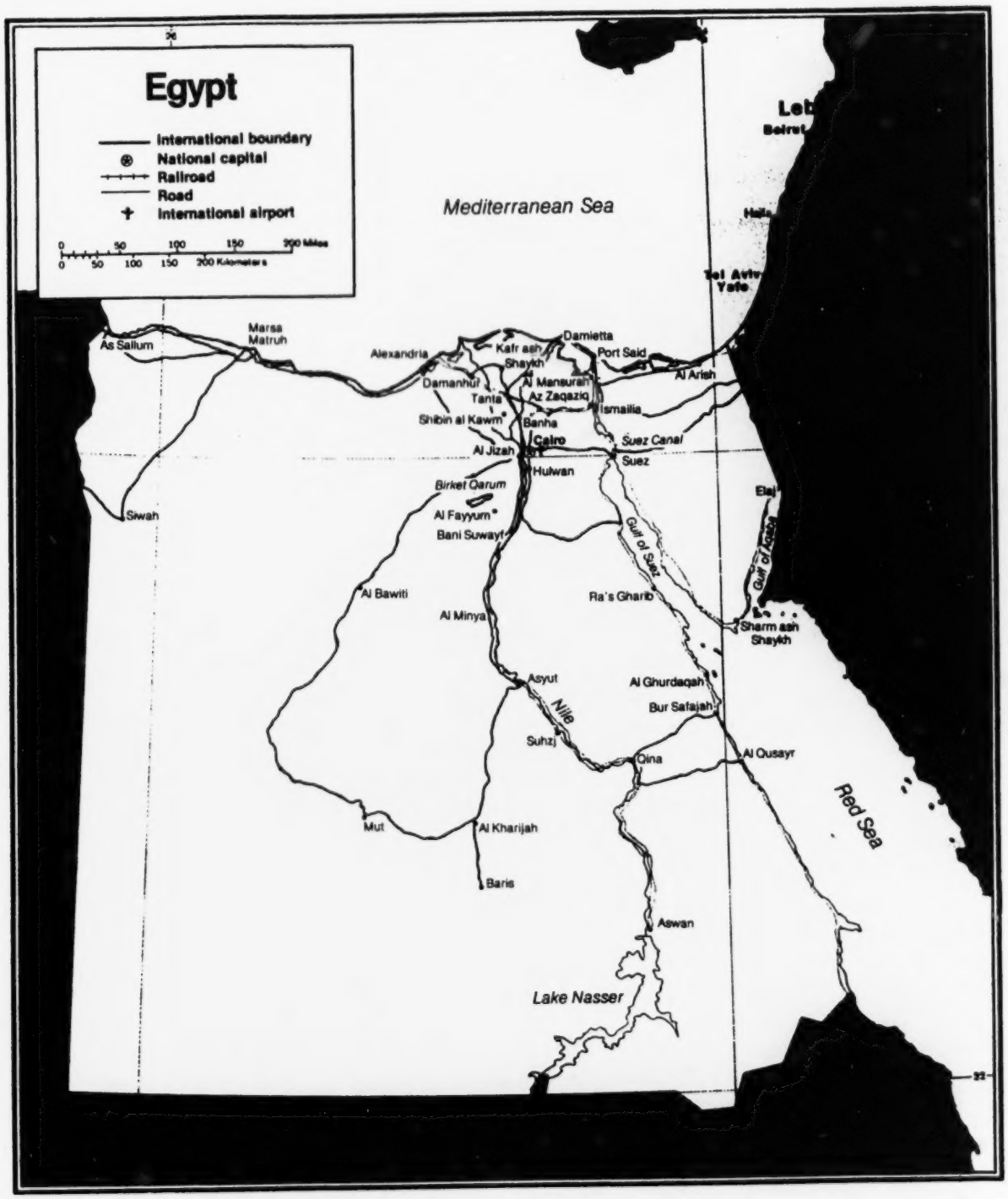

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EGYPT

The people of the ancient Nile Valley evolved a society whose contributions in organization, religion, scientific discovery and technological application made Egypt a center of wealth and culture that has influenced the course of western and world civilization. With 5,000 years of recorded history, Egyptians have a particular pride in a rich past, and a sense of continuity and identification quite different from Americans or, even, "Old World" Europeans. Although contemporary Egypt (the Arab Republic of Egypt) is overpopulated (45 to 50 million people), underdeveloped (limited resources, annual per capita income of $600, dependent on external assistance) and politically isolated by many Arab and other Islamic countries (as a result of the 1979 peace treaty with Israel), Egypt remains the most influential country in the Arab world. It is the center of Arab culture in terms of publishing, radio, television, cinema and education. Egyptians are quite correctly proud of their positions in these fields and while Americans may speak of Egypt as an economically underdeveloped country, Egyptians see themselves as fully developed in cultural fields. For most of the young, the primary identification is being "Egyptian."

After conquest by Alexander the Great in 333 B.C., Egypt was dominated by numerous foreign (Greek, Roman, Persian, Arab) powers. In 1882, Great Britain replaced the Ottoman Turks, granting nominal independence to an Egyptian monarchy in 1922, but retaining a presence until King Farouk was overthrown by young Army officers, including Gamal Abdel Nasser, in 1952. Nasser then was elected president in 1956, after ousting Mohammed Naguib. Anwar Sadat succeeded to the presidency following Nasser's death in 1970.

Ties with the Soviet Union, strengthened by the refusal of the U.S. government to fund the Aswan High Dam in 1956, developed a great degree of economic and military dependency under Nasser. Israeli victory and occupation of the Sinai after the June 1967 war was a blow to Egypt, Nasser and the Soviet tie. Sadat expelled Soviet military advisers in 1972. Egyptian economic development and pride in Sadat's October 1973 offensive against Israel enabled the eventual initiatives that culminated in the peace treaty with Israel. President Hosni Mubarak, who succeeded Sadat in 1981, has pledged to carry forward the same broad course established by his predecessor.

Egyptians live with interpersonal warmth, a sense of humor, spontaneity and the ability to deal with frustration and imperfection that may have origins in their old rural culture but which enable survival in a congested, urbanized, problem fraught current day existence. Egypt is approximately the size of California, Nevada and Arizona combined, but hardly four percent of the land is inhabited. Apart from the Nile Valley, a few sparsely populated oases and small sections of the Red Sea coast, Egypt is desert. Cairo, the capital, has a population of 10 to 15 million people. Impressive high rise structures and some freeways distinguish modern Cairo, but much of the infrastructure was planned in the earlier part of the century for a city of 500,000.

Highly productive in agriculture, Egypt currently provides only one-half its food needs. Oil and petroleum related industries account for one-third the gross domestic product. Suez Canal tolls and tourism bring additional major revenues, but the limited resources and employment opportunities make Egypt an exporter of human talent. Two million Egyptian teachers, technicians and other workers abroad (mostly in the oil producing Middle East) provide significant national income by sending their savings home. The government is working to decrease its dependence on foreign assistance, but population growth outpaces domestic economic improvements. As a result of the Camp David peace process leading to a treaty with Israel, U.S. assistance to Egypt (and Israel) approximates $1 billion annually — one-fourth of total U.S. foreign aid.

The majority of Egyptians are Sunni Muslims. Islamic values greatly influence governmental goals and instrumentation of policies. (Friday, the Islamic holy day, is the equivalent of Sunday in the United States.) Religious freedom is a constitutional guarantee, and numerous Christian churches and a few Jewish synagogues function. Coptic Christians are the most numerous of the more than ten percent non-Muslim population.

In recent years of increasing fundamentalism in the Islamic world, Egypt's leaders have stressed Islam's compassion and respect for human life, as opposed to militancy and extremism. President Sadat, exponent of such views, was assassinated by Islamic extremists in 1981. His successor, Hosni Mubarak, has attempted to moderate religious passions and prevent sectarian strife. Terrorism and assassination, despite the murder of Sadat and nationalistic militancy in colonial days, are not regarded by most Egyptians as characteristic of their society or the usual way of dealing with opposition. Egyptians express concern for outside influences fomenting internal disorder.

Individual liberties, especially expression of political opposition, were sharply curtailed under the rule of President Nasser. Following Nasser's death in 1970, President Sadat gradually eased restraints and focused on attempts to develop Egypt itself rather than Egypt's efforts to lead the Arab world, or to maintain a major role in the international forums of non-aligned and developing countries. While Egypt's international role is still significant, most Egyptians

welcomed peace with Israel and the concentration on economic problems at home that a non-war footing enabled.

For many, the advent of peace and President Sadat's optimism and enthusiasm for economic improvement and dramatic development projects (e.g., new desert cities, agriculture in new lands, relaxation on import controls) raised unrealistic short term expectations in view of the enormity of the population problem, the resource constraints and the difficulty of changing age-old patterns.

Many middle class educated Egyptians wish to participate in a more effective multiparty democracy, but the majority of the people accept the strong power of the presidency. Some point to the Pharaonic past as an explanation of acceptance of rule from the top. The unicameral People's Assembly (Parliament) usually approves rather than initiates policies. The National Democratic Party dominates political life and is basically a support for the policies of the president. However, Egypt does have a multiparty system with a broad spectrum of opposition parties and newspapers which exercise their freedom of expression.

While Egyptian cultural values and traits contribute to positive and supportive human relations in a congested and economically strained environment, governmental and private efforts to improve economic and social conditions can be hampered by poor management, layers of bureaucracy, vested interest and delay. Islamic tradition prescribes a sharing of wealth, which is evident in support of family and friends, contributions to charity and *bakshish*, rewarding the less fortunate for small services. However, corruption exists and bribery is also used to accomplish things.

Young Egyptians new to the United States may be startled by the degree of efficiency and freedom of choice in many day to day situations. The ordering of a telephone or repair man, smooth moving and law-abiding traffic, easy access to textbooks and school supplies, unlimited shopping opportunities and certain freedoms of young adults will be remarkable differences for many Egyptians. However, the stress on individualism and lack of extended family support may cause a feeling of loneliness. The absence of crowds and the wealth of foliage and greenery in many parts of the United States are aspects so different from life in Egypt that they may make an Egyptian temporarily uneasy.

Robbery and violent crime are extremely rare in Egypt, so the need to be careful with large amounts of cash or in walking down a dangerous street are unfamiliar to Egyptians. Egyptians may argue among each other with vociferousness and drama that would seem threatening to Americans, but the equivalent is usually that of a "discussion" in the United States.

Most young Egyptians react to experience in the United States with enthusiasm and infectious warmth and good humor. Because of religious and cultural restrictions, most social activities in Egypt are between members of the same sex. Soccer is the national pastime for males. Young men have fewer constraints on their conduct in Egypt than young women. Even westernized Egyptian young women are usually not free to date in the evenings, except in groups. American dating situations can produce serious misunderstandings among young Egyptians newly arrived in the United States. Egyptian men will embrace in friendly greeting, and friends of the same sex may hold hands in conversation or walking, but such expressions between sexes are frowned upon. Christians may vary in their views in these matters, but they adhere generally to public norms. Selection of a spouse is often facilitated by contacts through family and friends, although arranged marriages without consent of the young man or woman in question are becoming rare. While up to four wives are allowed per man under Islamic law, the modern Egyptian man takes only one wife. Friendship and loyalty are important and natural to Egyptians. They may find the casual friendliness of Americans confusing because they may interpret the friendliness for a depth of concern and obligation which is not intended. Egyptians emphasize hospitality, formal greetings and courtesy. American brusqueness is easily interpreted as insulting.

For the Egyptian young person without significant family financial resources, opportunities for satisfactorily paid employment and finding adequate housing when leaving the family are extremely limited. Therefore, the options for a young American may seem extremely attractive by comparison.

Education System

In 1953, compulsory primary education for the first six years of schooling was instituted. Almost 90 percent of the children in the relevant age group are currently enrolled, with 100 percent enrollment the target for 1986. Free education continues through three years of preparatory school (grades 7 through 9), four years of secondary school (grades 10 through 12) and higher education institutes and universities. The Ministry of Education has authority for secular education through the secondary level, and the Ministry of Higher Education for the higher education institutes and universities. Private schools function at all levels, enrolling approximately five percent of those in primary school and 18 percent at the preparatory and secondary school levels.

A small but significant number of students are educated through the Islamic Al Azhar system, which comes under the authority of the Ministry for Al Azhar Affairs. Al Azhar is the world's oldest university, founded over 1,000 years ago. It remains a center of Islamic culture and religious studies, although other fields are included. In 1980, approximately 70,000

primary school students were in the Al Azhar system, as contrasted to 4,500,000 in secular primary schools. Al Azhar University had approximately 40,000 students in 1975. Enrollment in other universities in 1980 was 564,000.

Decentralization in the administration of educational policies has shifted control to governorate (provincial) levels, and through the governorates to local councils. In 1979, slightly more than four percent of the gross national product was allocated to education. Coeducation is not permitted at the preparatory and secondary school levels, although it is common in primary and postsecondary institution education.

Qualified students may follow either a general or technical secondary school program. In order to enter a general secondary school, high marks on the preparatory level standarized examinations are necessary. Three-fourths of the students who take the exam pass. In 1980-81, general secondary school enrollment was 486,000. Receipt of the General Secondary Education Certificate, following an examination at the end of the third year, is necessary in order to apply to a university. The technical secondary schools follow a similar pattern with required receipt of the Technical Secondary School Certificate in order to apply for admission to universities for specialization in industrial, commercial or agricultural education faculties.

Egyptian students are accustomed to emphasis on examination and memorization. Individual projects and classroom presentations are not usual, although private secondary schools may include forms of instruction somewhat closer to European or U.S. patterns. Exchange students in the United States most often will have had some private school education where English has been emphasized. Such students may also speak French or German, in addition to Arabic. For medicine and engineering and some sciences, major universities use English as the language of instruction in the respective faculties.

Entrance to Egypt's 13 universities is competitive. All students must obtain a mark of at least 70 percent on the secondary exam to be eligible, and some faculties require higher scores (e.g., medicine, engineering). Students specialize in the discipline of their faculty. There is no opportunity to pursue a liberal arts course and it is very difficult to change faculties. Approximately ten percent of the 18 to 22 year old age group is enrolled in a university. In addition to Cairo University (enrollment 113,000), 11 other national universities (total enrollment 349,000) and Al Azhar University, there is the American University in Cairo (enrollment 2,000) which functions as the sole private tuition university in Egypt.

Language of Instruction: Arabic

Grading System

The grading system for the government exams given at the end of grades 2, 4, 6, 9 and 12 (used to determine if the student should pass on to the next grade) is based on a 0 to 100 percent scale. The minimum passing score is 50 percent. Variations may occur in some subjects: for example, grades given in math and science may reflect slightly lower percentages in each level of achievement. In general, the percentage scale may be given the following U.S. equivalencies:

Percent	*U.S.*
85 to 100	A to A+
75 to 84	B to A–
65 to 74	C to B–
50 to 64	D to C–
35 to 49	F
0 to 34	F

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FINLAND

"What do you make of Finland?" visitors to that country are often asked. Most Finns, as well as most foreign tourists, seem convinced that, in fact, there is no other place in the world quite like Finland. Western in its values, ideas and consumption patterns, it remains more amicable in its relations to the Soviet Union than any country outside the Eastern bloc. Although there are McDonald's restaurants in Helsinki, Finland is a country that will fiercely maintain its cultural and political independence, proud of the fact that it has carved out its own political and cultural destiny.

Finland boasts a population of approximately 4.8 million people. For most of the country's history, it has been subject to political domination by either the Swedes on the west or the Russians on the east. But there has always been a keen sense of national identity as well, reflected both in the Finnish language — one of the most difficult to learn in the world for an outsider — and in its folk history — transmitted by oral tradition for centuries and written down in the 19th century. The *Kalevala*, a compilation of this folk history, has provided the centerpiece for Finnish nationalism that culminated in the declaration of Finnish independence on December 6, 1917. The folk history also is memorialized in the music of Jean Sibelius and in the paintings of numerous Finnish artists.

The struggle to maintain national independence has shaped Finnish life, customs and politics. Because of the influence of Sweden and the presence of a substantial number of "Swedish Finns" (six percent of the population), there are two official languages — Finnish and Swedish. However, to an ever increasing extent, English has become the "second" language of Finland, with many more young people able to converse in English than in Swedish. Still, all street signs and cities have names, often very different, in both languages. Tension still exists between the numerically small population of Swedish Finns and the "Finnish" Finns, partly because the Swedish Finns have historically held a disproportionate share of power and wealth. Finns often tell "Swedish" jokes, and vice versa, and when the Finnish hockey team plays the Swedish national team, the emotions of both countries run high.

Similarly, Finland has been strongly influenced by its neighbor on the east, the Union of Soviet Socialist Republics. The pivotal event of 20th century Finnish history was the "winter war" of 1939-40, when the Soviet Union invaded Finland. Tenaciously, Finland fought back, and despite substantial loss of territory, succeeded in retaining its independence. Recognizing the power of the Soviet Union, however, Finland's leaders pursued a policy in the post World War II years of not taking sides in the Cold War, understanding that friendship to the Soviet Union offered the best security that Finland could remain free. Although western nations use the phrase "Finlandization" in a pejorative fashion, implying a puppet-like relationship to the Soviet Union, in fact, the Finns have shrewdly and effectively maintained their own sovereignty through conducting a foreign policy of neutrality. One indication of the "middle ground" that Finland has developed between its two principal neighbors is that when it decided to build nuclear power plants for energy, one came from Sweden and one from the Soviet Union.

Over the past 30 years, more and more of the Finnish population has migrated to urban areas. Helsinki, at the southern tip of the Finnish peninsula, has one-ninth of the total population. A beautiful city, situated on the Baltic Sea, Helsinki is cosmopolitan and stylish, its boulevards featuring an endless array of stores that display the consummate artistry of Finnish glassware (Ittala and Nutijarvi), textiles (Marimmekko) and jewelry (Arrika and Kalevala). Finland is known, too, for its striking architecture (Saarinen and Aalto). Most other cities in Finland have a population ranging from 30,000 to 70,000; with the exception of Turku and Tampere, most are new as well.

The Finnish climate is almost as famous as its design achievements. Although Helsinki is much like Vermont in its range of temperature, the area north of Helsinki is much colder. As the traveler moves toward Lapland, the home of Finland's oldest ethnic group (in many ways like native Americans), the winter days get colder and darker. This is the land of the midnight sun, when for a portion of the winter there is no daylight and for a portion of the summer, no darkness. Even in Helsinki, a visitor can go into the bright sunlight at 11 p.m. in June. Cross-country skiing is a national pastime, and Finns are able to cross-country ski on the frozen snow-covered Baltic Sea for four to five months each year.

Water is precious to the Finns, and one of the country's most cherished resources is its 62,000 lakes. Startlingly blue in the summer months, they gleam in the sunshine as they are surrounded by tall evergreens. The lakes are central to the two primary obsessions of every Finn — a summer cottage and a sauna built beside the cottage on the lake. Almost everyone in Finland either owns a summer cottage, or has a relative who does. Summer business hours are shortened so that people can travel to their cottages where the emphasis is on simplicity and serenity. In most cases there is no electricity. Instead of being clustered, the cottages are isolated. Being alone in nature, with family or very close friends, is the goal.

When the cottages are constructed, the sauna is usually the first structure built. Using wood collected in the area, the sauna stove heats the small room, in which benches rise to the ceiling, to a temperature of 200 degrees Fahrenheit. After 10 or 15 minutes, the

sauna-goer ventures outdoors, ideally to take a swim in the cold lake. This cycle is repeated four or five times, culminating in a sauna snack of sausage and beer. Every Finnish family has sauna once a week, and Finnish apartment buildings allocate time periods for use of the sauna (if there is none in the individual apartment) as though distributing ration cards. If Finns are invited out on their sauna night, they are likely to decline the invitation.

Finnish young people reflect this combination of national distinctiveness and participation in contemporary western culture. Because of the relative isolation of their country, they learn two or three languages — English and German are the favorites, Swedish is compulsory. Western clothes, films and music are pervasive, with rock groups and jazz especially popular, although jazz is more likely to be listened to by a slightly older group. Athletic involvement is universal. Young people favor soccer, ice hockey, basketball, ice skating and cross-country skiing. In the summer, there is *pesapallo*, a Finnish version of American baseball.

Largely as a result of the country's history and culture, Finns may be less gregarious on first encounter than other nationals. They are shy, perhaps self-conscious about their language facility and likely to hold back from enthusiastic participation until they feel comfortable. If shyness is the first stage of interaction, however, loyalty, warmth and affection comprise the second stage. Friendship, once developed and established, is for life. Thus, while initial contacts may be somewhat difficult and uncomfortable, patience will usually result in a deeper relationship in the end. It is important, though, to remember that even in close friendships, Finns are much more formal and quiet than many Americans.

The Finnish family system and social policy emphasize public responsibility for social welfare. There is a superb national health system in Finland and social insurance benefits provide assistance to the less well-off, as well as to families with small children or senior citizens. Day care centers are much in demand, and parents receive a child allowance for their offspring to assist in their care. The vast majority of Finnish women are employed outside the home; they constitute the highest percentage of working women in the western world. Finland was also the first western nation to grant women suffrage. Still, most of the patterns of unequal pay and unequal representation in the most powerful jobs that exist in other countries hold true for Finland as well. Family life *is* important, however, and the divorce rate in Finland is quite low.

Finnish politics reflect a diversity of viewpoint, with parties ranging from the conservative right to two parties that call themselves communist. But the majority coalition is dominated by Social Democrats who emphasize neutrality in foreign policy and a full system of social insurance in domestic issues.

Perhaps the most important thing to remember about the Finnish people is that they are completely distinctive, and that they ask the question, "What do you make of Finland?" because they themselves are so intrigued by the query and so unsure about the answer.

Education System

Finnish school policy is based on the idea of promoting social and regional equality by means of education. In accordance with this idea, the school system was reformed in the early 1970s. At that time, a new nine year comprehensive school was instituted. This school is essentially a merger of two previous parallel types of schools: (1) free compulsory education for eight years at the "folk school," followed by a vocational school; and (2) junior secondary school, in which students were accepted on the basis of an examination after four years of folk school, followed by senior secondary school and ultimately university studies. The reforms also changed the emphasis from the conventional learning of facts to study and thinking skills. Finnish students start school at the age of six and generally graduate from high school at 18.

The Finnish comprehensive school has two parts: the lower stage (grades 1 through 6) and the upper stage (grades 7 through 9). In the lower stage, subjects are the same for all and are generally taught by one teacher, except for foreign languages. Foreign languages, which are taught by specialist teachers, are given special emphasis in Finnish schools: the first foreign language (generally English) is required in the third grade and a second foreign language (usually Swedish, or Finnish for Swedish speaking children) in grade seven. In the upper stage, students may take an optional subject, including a third foreign language.

Finnish upper secondary education is of two types: (1) vocational education; and (2) the three-year senior secondary school *(lukio* or *gymnasium)*, which represents the academic general education tradition.

Changes in the vocational education, scheduled to be completed by 1988, will allow students two choices: (1) a specific vocational line; and (2) a type of course — either one to two years or two to four years. Students will choose from 25 basic lines, consisting of general studies, followed by specialization: the short courses (one to two years) lead to a job as an ordinary worker, while the longer courses (two to four years) lead to work as a foreman or in planning.

The senior secondary school underwent an essential change in 1982, shifting to a modular study program. One module or course is equivalent to 38 study hours. Subjects studied by all students include: Finnish, Swedish, one to two foreign languages, mathematics, chemistry, geography, biology, religious studies, art or music, physical education

and health studies. Upon completion of senior secondary school, students receive a school leaving certificate and may also take the "student exam" (a school matriculation examination), both of which are general requirements for university entrance.

There are a variety of national universities in Finland and a number of technical institutes and business schools as well. University education is free, but only 15 percent of the nation's young people are able to enter the highest level of university. At most institutions of higher education, learning occurs through lectures. There is far less emphasis on participating in discussion of readings, or on asking questions.

Language of Instruction: Finnish (or Swedish in special schools)

*Grading System**

Students in both primary and secondary schools receive marks at the end of the two school year terms for every academic subject. The charts below explain the Finnish grading system, in terms of both the school leaving certificate (reflecting marks achieved during the three-year upper secondary school) and the matriculation examination.

Päästötodistus (School Leaving Certificate)

Kiitettävä (Excellent)	9-10
Tyydyttävä (Good)	7-8
Välttävä (Fair)	5-6
Heikko (Fail)	4

Ylioppilastutkinto (Matriculation Examination)

Laudatur (Excellent)	6
Magna Cum Laude Approbatur (Very good)	5
Cum Laude Approbatur (Good)	4
Lubenter (Fair)	3
Approbatur (Fair - lowest passing)	2
Improbatur (Failure)	0

*From the *Admission and Academic Placement of Students from Nordic Countries: A Workshop Report*, 1973.

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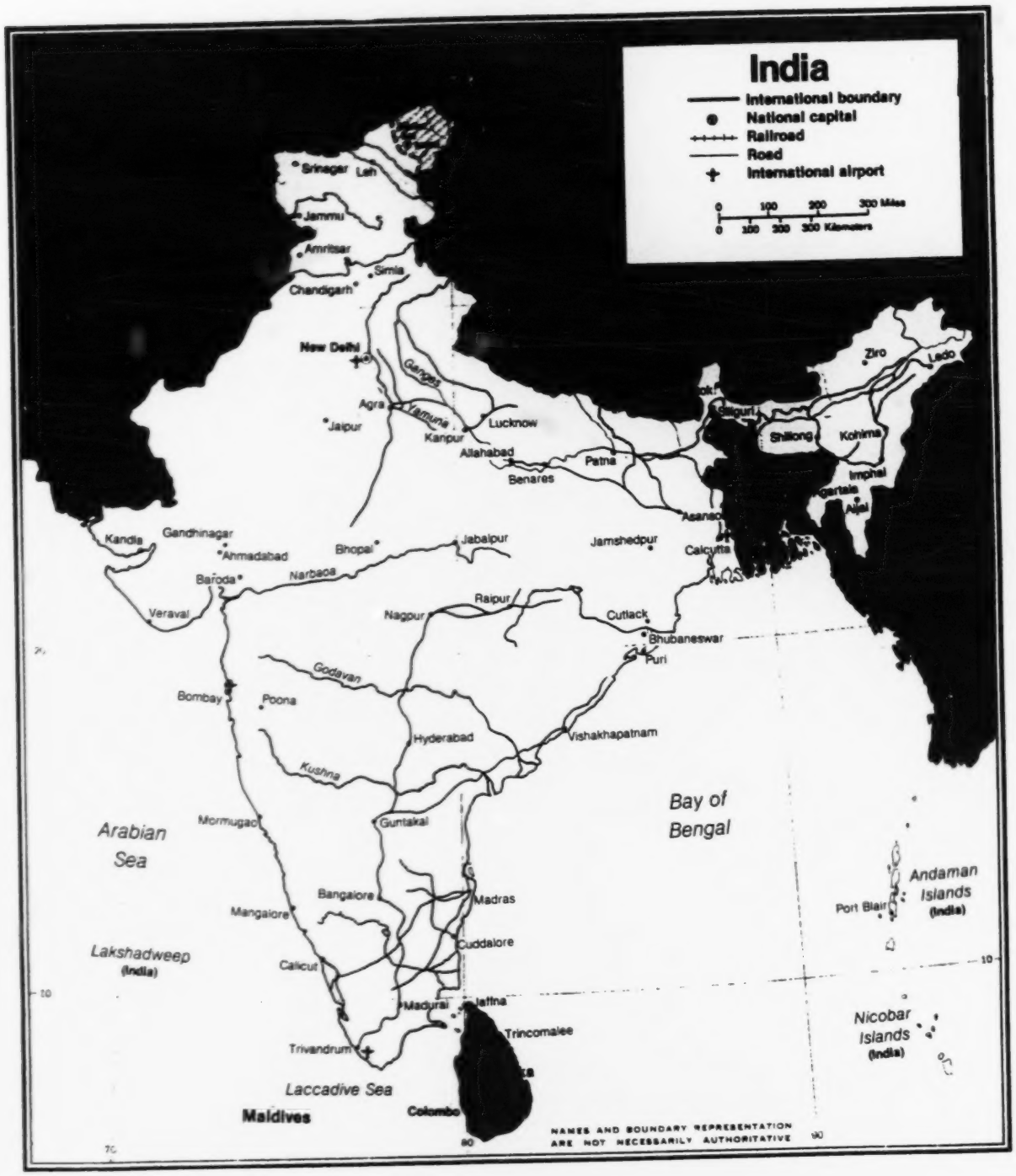

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INDIA

Independent at midnight on August 15, 1947, India became one of the post-war world's first "new states." But the society of the vast Indian subcontinent, varied and complex in its rich heritage and spanning a geographical domain half as large as the continental United States, is among the oldest in the world. Five thousand years of history have nourished the growth of a great civilization vitalized by diversities of culture, race, caste, religion and language. India contains examples of virtually every known type of societal division: six major religions — Hinduism, Islam, Sikhism, Christianity, Buddhism and Zorastrianism — and several minor ones; two major language families — Aryan and Dravidian — with 16 official languages and several thousand dialects; four racial strains — Aryan, Dravidian, Mongoloid and proto-Australoid; and over 2,000 hierarchically ranked castes.

After independence, some 562 princely states ruled by *maharajahs, nawabs* and assorted minor monarchs were integrated into the Indian Union while a Constituent Assembly of "Founding Fathers" deliberated on the governmental framework for the new/old nation. On January 26, 1950, the Indian people promulgated their new constitution; January 26 is celebrated annually, with parades and political speeches, as Republic Day. Similar to the United States, India is a federal republic of constituent states; its politics are characterized by democratic competition among several political parties. Unlike the U.S. government system with its separation of powers, however, India has a parliamentary democracy which unites the legislative and executive branches of government.

Politically, the 20th century history of India has been shaped, and indeed been determined, by the Congress Party. Led by Mahatma Mohandas K. Gandhi with his strategy of nonviolent resistance and peaceful noncooperation, the Indian National Congress spearheaded the independence movement. Reconstituted after independence as the All India Congress Party, the party has furnished the governments for the nation and most of the states during most of the past four decades. With a few exceptions to prove the rule, the leadership of both the Congress Party itself and the Indian government has been synonymous with the Nehru family — first, Pandit Jawaharlal Nehru until his death in May 1964; then his daughter, Mrs. Indira Gandhi (no relationship to Mahatma Gandhi) until her assassination in October 1984; and now her son and Nehru's grandson, Rajiv Gandhi. Despite the apparent family dynasty, however, Indian politics have remained markedly open and democratic. Since 1952, there have been eight general elections based on universal adult sufferage.

The intricacies of Indian politics are too complicated to be briefly detailed, but one legacy of the independence movement survives to color the current political scene. Although the majority of Indians alive today were born after independence, all remember that British India was partitioned between two successor states. Later, of course, Pakistan itself subdivided again into two separate states — Bangladesh in the east and Pakistan in the west. Thus, there remains an episodic fear of "fissiparous tendencies" in politics, by which is meant the possibility that some of the component states of the Indian Union may try to secede. In the 1960s, Tamilnadu (formerly called Madras) was so inclined over the linguistic issues; during the 1970s, Nagaland in the northeast wing of the country experienced a protracted but unsuccessful guerilla war for independence; in the 1980s, a minority of Sikhs in the Punjab advocate their own independent country to be called "Khalistan," Although conceivably overstated, parallels with the American Civil War era are both instructive and sobering.

Language has been the subject of continued conflict among the 22 states and nine territories of the Indian Union. Of India's 1,650 or so "mother tongues," 14 constitute the major languages around which the states were reorganized in 1956. The constitution designated the official language to be Hindi, the most widely spoken of the Indian languages; but Hindi as a mother tongue is confined to approximately 40 percent of the population located primarily on the Indo-Gangetic plain in northern India. English has therefore become a common language, especially among the urban middle class whose children are those most likely to be on exchange progams. English is also widely used for administrative and commercial purposes. At times, Indian pronunciation of English sounds a bit odd to Americans, mainly because the vernacular languages have several additional consonants (both unaspirated and retroflex) but few diphthongs (combination vowels). These linguistic characteristics influence the tonality of speech and even usage. Today, an Indian standard of English recognizably exists, complete with its own literature, just as with Scottish or Australian dialects.

Linguistic and political variety notwithstanding, India maintains a profound composite unity, a recreative dynamism that tolerates and indeed encourages diversity. Over the millenia, Indian culture has produced a staggering array of great artists and intellectuals, many of whom remain unknown in the West. Despite many points of shared contact during the recent centuries of colonial rule by and commercial trade with Europe, the Indian cultural sphere differs significantly from the familiar Occident. Whereas the West is basically of Greco-Roman and Judeo-

Christian heritage, India is an amalgam of many religious faiths and several political empires. Hinduism, Buddhism and Jainism are ancient religions pre-dating Christianity, and each has experienced ecclesiastical schisms rather analogous to the Occident's divisions among Catholic, Orthodox, Protestant and other spin-off sects. Christianity appeared in India in the first century A.D. and has been periodically reinforced, particularly during the colonial era. Islam began to influence India in the seventh century A.D., but the Muslims themselves are divided into orthodox majority Sunnis and heterodox minority Shias, as well as a remarkable number of smaller sects — most of which are considered heretical by Sunnis and Shias alike. Finally, the clash of Islam and Hinduism generated several syncretist or "fusion" religions that sought the best from both religious traditions but satisfied neither parent source.

Therefore, while the great tradition of Hinduism permeates and unites India's diverse cultural regions, its elastic framework permits many sects and local traditions. Over its long history, India has perhaps been characterized more by localism and diversity than by anything else, a fragmentation maintained not simply by cultural-linguistic regions but by the nature of village India itself. Although by no means completely isolated, the cultural world of India's half-million villages remains narrowly circumscribed and fairly self-sufficient. Today, despite urbanization and crowded metropolitan areas like Calcutta and Bombay, three out of every four of India's 750 million citizens live in rural areas.

Nevertheless, the Indian students likely to apear in U.S. classrooms hail almost inevitably from the relatively well-to-do, urban middle class. Indeed, many describe India as a "dual economy" with two simultaneous but separate countries superimposed on one another: one a vital, modern, dynamic economy characterized by great drive, ingenuity and progress; the other a huge peasant society characterized by innate caution, conservatism and lethargy. Given the immense diversity of India, one quickly learns *not* to generalize too readily. Yet, there are patterns of outlook and behavior that merit mention.

The family remains particularly important to Indian society, with a special role reserved for parents. Compared with America's "me-first" generation, Indians exhibit much greater consciousness of collective kinship responsibilities and obligations. This contrast suggests one source of possible tension as Indian students try to adjust to American society. Furthermore, Indian society is much more cautious about dating and other unchaperoned social activities. Despite the pressures of mass society, most Indians still follow the tradition of families arranging the marital relationships of their children. Although a degree of social independence has appeared in recent years, especially in the urban areas, parental matchmaking, or at least parental approval of "love matches," remains the norm in Indian society no matter what the religious, ethnic or linguistic group.

One consequence of this strong family orientation is that Indians have less concern for privacy than many Americans prefer. Hence, Indians may sometimes be thought intrusive or excessively inquisitive, when they are only being frank and natural. For example, questions about money or comparative financial worth are quite normal; similarly, although to a lesser extent, are questions about sexual mores — largely derivative from knowledge distorted by Hollywood films. However, puberty and personal relations are delicate and almost taboo subjects for Indians — an anomaly that often confuses and sometimes irritates Americans.

Western dress is the norm for most middle class school boys as it is for middle class Indian men, with slight variations on the theme. School girls usually wear dresses (and sometimes school uniforms) until puberty when, like almost all Indian women, they don the *sari* plus *chola* (bodice) or the *shalwar chemise* (a tunic worn with long pants plus a shoulder scarf). Dress habits are changing slightly in the urban areas, but very slowly.

The Indian sense of time and timeliness is rather variable. A useful rule of thumb in polite Indian society is always to arrive one-half hour late for scheduled appointments and never come early. However, interestingly, the social day begins quite literally at dawn.

Finally, since many Americans have tasted — or heard about others tasting — spicy Indian curries that sear the palate and bring tears to the eyes, a word on *Bharatiya khanna* or Indian food. As in medieval Europe or any warm society without refrigeration, pepper and other tangy substances are used to disguise the inevitable decay of foodstuffs, particularly meat. Indeed such culinary needs stimulated the spice trade that led to European exploration of trade routes to Asia and eventually to colonial conquests of territories in both the Old and New Worlds. Contrary to American belief, however, much of Indian food is mild rather than curried with fiery spices. *Mughlai* cuisine, for example, employs the cooling effects of yogurt. The dietary staples are steamed rice and unleavened breads; dairy products are often used; and many vegetarian dishes are very bland. While hot pickles and chutneys do exist, they have been somewhat caricaturized in popular American thought and imagination. But then India is broad enough and complex enough to tolerate and even justify these views among all the many others.

Education System

Constitutionally, responsibility for education rests with the individual states of the Indian Union, and central government expenditures on education are low. Nonetheless, the central government has con-

siderable influence over higher education and particularly over universities. State-supported schools, therefore, account for most education in India. Whenever possible, however, the middle class still prefers to use "public" (that is, private) schools because their quality of instruction is generally acknowledged to be superior. In either case, education is vital for progress and development, whether for strictly instrumental aspects of attitudinal change or for dissemination of practical knowledge. Education has also raised the sights of the Indian people and has stimulated their aspirations for a better life.

In comparative terms, India has tremendous and enviable resources in trained manpower, yet its literacy rate remains stubbornly low. In 1951, the literacy rate (inclusive of all ages from birth) was about 16 percent; by 1981, it had reached 36 percent. Yet, ironically, despite the relative progress over the past decades, there are today more illiterate Indians than in 1950. Literacy is overwhelmingly in the mother tongue alone, but increasingly, Indians outside the Hindi heartland of northern India have some knowledge of Hindi. About three percent of the adult population is literate in English.

Given colonial influences, the pattern of Indian schooling from elementary through university education resembles British practices. However, there is a great deal of variation in academic attainment, mainly due to the lack of state financial resources to implement aspirations. Nonetheless, the schools reflect patterns that exist elsewhere in Indian society. For example, following India's basically hierarchical social order, students rise and stand at attention when a teacher enters or departs a classroom and when answering questions.

Enrollments in India have expanded rapidly, from 23 million children in school in 1951 to more than 150 million today. Officially, nine years of compulsory education are required before the school-leaving age of 14, but enforcement is incomplete. Nearly 80 percent of Indian children of primary school age attend school, while about ten percent of those aged 20 to 24 are enrolled in higher education.

The education system in India is incredibly complex, as it varies in each of the 22 states. The Indian Ministry of Education published a *Report of the Education Commission* (1964-66) which provides the following generalized information about education in India. However, even this generalized information varies from state to state.

Students aged 3 through 5 attend kindergarten. This is followed by seven years of general education in primary school: lower primary — Class I through IV for students aged 6 through 9; higher primary — Class V through VII for students aged 10 through 12. General education continues through three years of lower secondary school — Class VIII through X for students aged 13 through 15. Specialized education begins in the two years of higher secondary school — Class XI and XII for students aged 16 and 17. This can be followed by two or more years of college or vocational training.

As has been mentioned previously, there are numerous languages and dialects in India. Therefore, there is no one "language of instruction" in Indian schools. Many schools initially provide instruction in a local dialect and then may switch to English as the language of instruction in later years. Many of the large urban centers in India use English as the language of instruction in schools, but it is recommended that even if a school says English is the "official" language of instruction, that this be verified.

Currently, the entire Indian education system is undergoing massive changes. A report detailing the new system is being prepared by NAFSA's Projects for International Education Research (PIER) group and will be available from NAFSA in the Fall of 1986.

Grading System

Marks in the Indian education system are fairly irrelevant, except for grades on final exams. However, a unified grading system does not exist in India, as each of the 22 states has its own unique system. The individual state grading systems will be provided in the PIER report to be published in the Fall of 1986.

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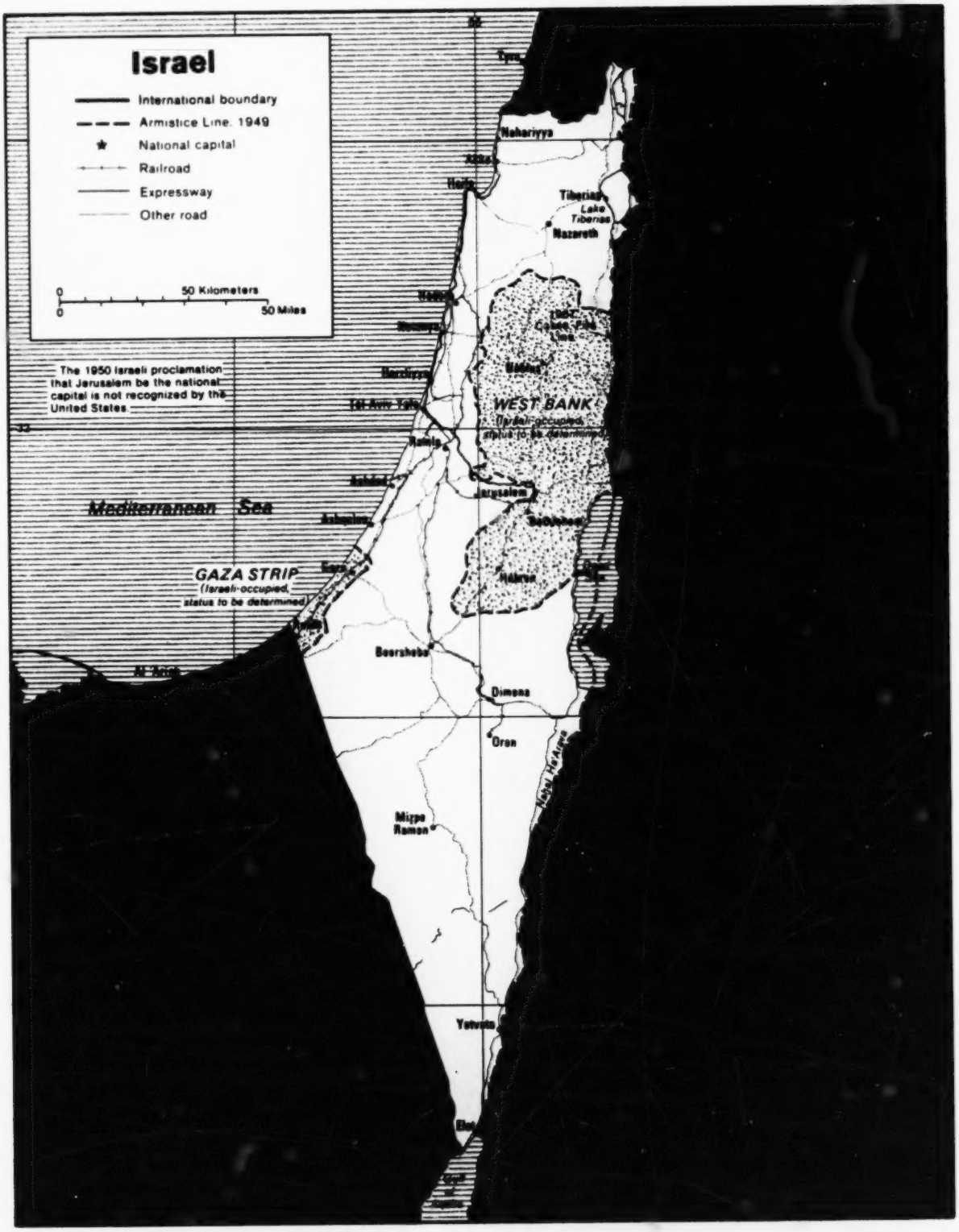

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ISRAEL

For more than 2,000 years, the Middle East has been a crossroads of the diverse cultures of Europe, Asia and Africa. For nearly as long, it has been the focal point of the western world's three major religions. Its historical roots, the books of the Bible, are as well-known in Nashville, London, Mexico City and Cairo as they are in Jerusalem.

The social nature of the present State of Israel is not too different from the ancient history of the area. Only 37 years old, formed by UN mandate in 1948, Israel is a country of refugees and immigrants. Its more than three million people have come from no fewer than 140 countries. Nearly as many languages are represented; major daily newspapers are in Hebrew (the official national language), Arabic, English, French, Polish, Yiddish, Russian, Hungarian and German. There are also daily television and radio programs in a multitude of languages. Road signs are in Hebrew, Arabic and English. Most Israelis are multilingual or, at the very least, bilingual and very accustomed to foreigners.

The most recent immigrants to arrive are the thousands of Ethiopian Jews who have found their way to Israel despite myriad adversities. Like the tens of thousands of immigrants who have come before them, they will spend their first six months in an absorption center where they will take an intensive Hebrew language course (*ulpan*) and where they will be introduced to the practicalities of everyday life in Israel.

When people think of Israel, one of the very first images that comes to mind is that of a *kibbutz* or collective farm. Although today less than five percent of Israel's population resides on a *kibbutz*, it remains a symbol of Israeli self-reliance, independence, strength and early pioneering spirit.

Americans are sometimes surprised by the direct and outspoken way in which Israelis often express themselves. (Although others might find this refreshing!) Their candor is merely an expression of Israel's very spontaneous, informal, "don't-stand-on-pretenses" atmosphere which is also reflected in most Israelis' preference for clothing that is always comfortable and usually casual.

Israeli society very much centers around the family unit—most social activities revolve around the family, and children are the treasures of that unit. There is a very strong emphasis on young people to succeed academically and scholastic competition is keen.

A fairly sophisticated society, Israel receives visitors from many lands and Israelis travel abroad a good deal, making them quite knowledgeable about other cultures and people. Israelis are well-educated and are avid radio listeners and newspaper readers (total daily circulation of 600,000 of 12 to 14 papers per 100 people). They share a love of the performing and graphic arts and, collectively, represent the world's largest concentration of amateur archaeologists and antiquities *aficionados*. Archaeology is nearly a national pastime.

Israelis take their study of the Bible very seriously; there are national competitions each year with the winner receiving national publicity and acclaim.

Hitchhiking is very popular in Israel—despite the fact that public transportation is quite inexpensive and permits travel anywhere in the country quickly. It is not uncommon to find groups of young people along major roads waiting for rides; soldiers always have first priority at any such spot. Cross-country hiking is also very popular; young people often participate in marathon walks sponsored by *Shumrot Ha'teva* (Nature Scouts).

Israelis have strong political views and love to share them. There are three major political parties and a score of smaller ones represented in Israel's *Knesset* (Parliament). Politics is a favorite discussion topic of all Israelis and it is not unusual to find a group of young Israelis heatedly arguing the pros and cons of a particular issue in the home of a friend on any Friday night.

Israelis are accustomed to a six day work week. Each of the major religious groups observes its Sabbath on a different day of the week. It is not uncommon to find Israeli citizens of different religious faiths shopping for produce in markets of other religious groups on any day of the week, even on their own Sabbath.

Military service is compulsory for all men and women ages 18 to 21. Everyone serves in the army: fourth-generation *sabras* (native born) as well as new immigrants—*Ashkenazim* (Jews of European background) and *Sephardim* (Jews of Oriental or Mediterranean background). For this reason, the army is considered Israel's great "melting pot." Because of military service obligations, Israelis are just beginning their university careers at a time when their counterparts abroad are already completing their undergraduate education.

Education System

Education is compulsory and free for ages 5 through 18. There are over 900 nursery schools/day care centers throughout the country that accept youngsters as young as three years of age. Children from underprivileged families may attend these centers free of charge from as early as two years of age; other families pay a moderate fee for their pre-schoolers. These centers are under the direct supervision of the Ministry of Education. Israel's system of education is based on the matriculation and pedagogic system of Europe. The school sequence

is organized into kindergartens, six-year primary schools, three-year intermediary schools and three-year secondary schools.

Foreign language learning is one of the curriculum areas stressed as early as elementary school, where students begin the study of a foreign language (English or Arabic) in the fifth grade. In high school, a second foreign language is added to the course of study (usually French, German or Russian). High school students follow one of three tracks: humanities, sciences or vocational/technical studies. There is also a parallel school system for Jewish religious studies. In order to complete their secondary education, students must successfuly complete a matriculation examination known as the *Bagrut*. There are five major areas of examination in the *Bagrut*: Hebrew, math, science, English and Bible studies. Students on the humanities track must also pass a supplementary examination in either history or geography; those on the sciences track must complete supplementary examinations in chemistry, physics and mathematics. There may be other supplementary exams depending on a student's area of specialization.

Language of Instruction: Hebrew

Grading System

There are no number or letter grades given in the Israeli educational system. Descriptive words are used, including: excellent, very good, good, almost good, sufficient, not sufficient and insufficient. In general, students, their parents and their teachers take the business of education very seriously.

Israeli Departure Tax

It is important to note that Israeli students coming to the United States are subject to a fairly substantial departure tax. The Israeli Embassy in Washington, D.C. has confirmed that a comprehensive exit tax applies to all citizens leaving Israel for trips abroad. Payable at departure, the fee in the Summer of 1985 is $300, or about 450,000 shekels.

Calculated and set by the Ministry of the Treasury-Customs and Taxes, the fee has seen much fluctuation since its inception on April 1, 1983. The tax was established in response to the country's worsening economy. Initially $50, the fee was raised to $150 in its second year and to $300 during the Summer of 1985. The $300 fee is in effect until September 15, 1985. It is anticipated, according to an embassy spokesperson, that the tax will return to between $150 and $200 after that date.

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MEXICO

Long before the Spanish Conquistador Hernan Cortes first stepped onto the land ruled by the Aztecs in 1519, Mexico had been home to many complex and accomplished civilizations. Probably the first people on the American continent to cultivate maize and create an accurate calendar appeared in Mexico thousands of years ago. On the Yucatan peninsula, the Mayans, whose center of power crumbled several hundred years before the Spanish came, constructed monuments of astounding symmetry and astral meaning for their gods. The Spanish brought a strong government and the Catholic church, which converted most of the indigenous people. Today the culture of most Mexicans is a blend of Spanish and indigenous cultures. Perhaps 90 percent of the Mexican population is *mestizo*, of Spanish and indigenous origin. Despite the fusion of the two cultures, Mexico does not forget its turbulent birth.

Mexicans consider their history, cultural origins and geography to be unique. Therefore, Mexicans do not value comparisons with the United States. Many nationalistic Mexicans are proud that for a period of several hundred years, their country has been able to survive adversity. The area which is now the state of Texas seceded from Mexico in 1836 and became a state in 1845. In the Mexican-American War of 1848, the United States won almost half the territory of Mexico and gained what is now most of the American southwest, including New Mexico, California, Nevada and Arizona. In 1862, 51 years after gaining independence from Spain, Mexico was occupied by France. Archduke Maximilian Von Hapsburg of Austria, who was declared emperor of Mexico in 1865 by Napolean III of France, was deposed and executed in 1867 by the previously usurped president, Benito Juarez, a revered hero.

The Mexican Revolution, which erupted in 1910, changed the political and social character of the country. It produced the constitution of 1917, but inaugurated a long period of civil strife which finally ended in the 1930s. The Revolution continues to dominate the Mexicans' attitudes about their own history and society, and the Party of Revolutionary Institutions (PRI) has been the dominant party in Mexican politics for more than 50 years. The political arrangement has assured a degree of stability and peaceful transitions of government that are almost unparalleled in Latin America.

Mexican *artesania* (handicrafts) embody Mexicans' pride in their heritage. Mexico takes measures to promote typical Mexican *artesania* such as handmade woolen blankets, rugs covered with stylistic animal figures and ornate pottery. Artwork that shows Spanish and Indian elements, such as Puebla's colorful tile, are also encouraged. Although some Mexican cultural circles regret the Spanish influence on the Indian lifestyle, Spanish training of the indigenous people greatly expanded the diversity of native handicrafts. Large and small towns throughout Mexico specialize in guitars, intricate embroidered tableclothes and silverworks, plus a multitude of other products because of the Spanish influence.

Mexico's heritage also is displayed in literature and the fine arts. In the first half of this century, Diego Rivera, world-famous muralist and painter, plastered his dramatic murals on the walls of universities and city halls throughout the country. His colleagues, among them David Alvaro Siqueros, continued to depict Mexico's history and the concern for the common man. In its artistic talent, Mexico can include respected abstract painters such as Rufino Tamayo, whose Rufino Tamayo Museum in Mexico City displays works of new Mexican abstractionists.

Mexico's writers are also greatly respected throughout the world. Carlos Fuentes and Octavio Paz have written socially and politically significant works for many years. Even though their liberal influence continues in Mexican literature, their younger peers, such as Gustavo Sainz and Mariano Azuela, stir up interest in Mexican and global topics, especially in Spanish-speaking countries.

Children are greatly valued in Mexican families and society, not only because Mexicans are naturally affectionate to them, but because children are recognized as the carriers of tradition and the future of a family. Many Mexicans live in extended families, including aunts, uncles, cousins and grandparents, and receive much family support, emotionally and economically. In consequence, Mexicans are used to, and appreciate, being surrounded by family and friends. To an American, this preference for human contact may make Mexicans seem pushy and indiscreet. In public, men hug and women walk arm in arm. Even with strangers, Mexicans require less space than Americans to feel comfortable. Because physical closeness is a sign of friendship, Americans may seem cold and unfriendly to Mexicans.

In the typical family, the husband is clearly dominant to the wife in decision-making, and in earning money. *Machismo* or manliness, a trait considered by Mexican men and women to define a man, traditionally inhibits a man from doing household chores and sharing decision-making with his wife. Unlike the typical American who values male emotional reserve, however, a Mexican man can openly show affection for his children and his friends.

Throughout the world, Mexicans are known to be musically inclined. When children are young, they learn traditional songs and dances, such as the *Jarabe Tapatio* or Mexican Hat Dance and the very old popular song and dance tune, *La Negra*. Carrying a guitar almost always leads to invitations to play for

a group of enthusiastic singers. Despite the widespread popularity of American and British rock-and-roll, most Mexicans prefer songs in Spanish which they can hum, especially Mexico's own *ranchero* music, the equivalent of U.S. country-western. Mexico's *corridos* or ballads are admired throughout Latin America for their vivacity and passion.

Soccer is the most popular sport in Mexico, and it is played in cities and towns wherever there is an empty field. Baseball is also a very popular sport throughout Mexico. Mexican star athletes abound in U.S. baseball leagues and are making inroads in U.S. football. During the 1984 Olympics in Los Angeles, Mexican walkers won gold and silver medals. Despite Mexican domination in the field, however, the sport of walking is still rarely practiced in Mexico. The only popular individual sport appears to be tennis, although jogging is gaining popularity. In general, Mexicans prefer team sports to individual sports.

Many Mexicans enter the United States every year because of the comparative abundance of employment and money-making opportunities in their wealthy neighbor to the north. In consequence, most Mexicans become familiar with the United States, directly or through stories from family members and friends. Many taxicab drivers will enthusiastically recount their trials and adventures in the United States to Americans visiting Mexico in hesitant English supplemented with some Spanish. Most often, Mexicans who work for awhile in the United States desire to return to their home and families with extra capital to invest in their businesses and farms.

During the mid and late 1970s, when an oil boom was expected to transform and strengthen its economy, Mexico began to develop a substantial middle class composed of professionals, successful businessmen and government employees. The growth of the middle class, that in many ways imitated American middle class life, brought about changes in the rigid social structure and even the husband-dominated family. Middle class values give women more opportunity in decision-making matters by changing the conception of *machismo*. In a middle class family, both spouses are partners in making decisions. Women in these families can work outside the home without loss of prestige by their husband or family.

However, with the start of the economic crisis in the early 1980s, due to a fall in oil prices, the financial assets of the middle class decreased significantly. Not only did businessmen lose their businesses, but also professionals left Mexico for careers in more promising countries. Dreaded "brain drain," the loss of valuable trained professionals and scholars, beseiged Mexico. Just when Mexico's often-stated goals of more equal distribution of wealth, improvement of the standard of living and more opportunities for economic advancements seemed imminent due to the growth of a substantial middle class, they became farther out of reach.

Despite the economic crisis, and perhaps because of it, Mexico is attempting to improve its technological capabilities. The superb efficiency of the huge Mexico City Metro is a long-running sign of Mexico's technological possibilities. For the first time, a Mexican-designed communications satellite, the Morelos, is transmitting radio and television signals throughout Mexico. Yet, the universities that educate the technicians who are necessary for the advancement of technology are suffering because they are unable to purchase necessary equipment from foreign countries due to the devaluation of the Mexican currency in recent years. Also, austerity measures cutting back funding reduce even further the possibility of Mexico's being competitive in a world market for technology. Still the Mexican government insists that its major priority in education is science and technology to ensure the future development of a strong economy and society. It also realizes that Mexico's future depends on the careful preparation of its large population of children and students.

Education System

The demands on education in Mexico are enormous, even intimidating: 42 percent of the population is 15 years old and under. About one-third of Mexico's population is in a school of some variety. Because of the severe strain on educational resources, education has suffered. In public universities, the lack of funds has lead to the exodus of qualified professors and researchers, and a fall in the quality of education. Recently, Mexican education officials proposed a plan to give states more autonomy for decisions on teachers, programs and organizations. Thus, the states would be more capable of solving their educational problems quickly and directly.

Not only is the Mexican educational system working to educate the large young population, but also the older population, of which a sizable number are illiterate. Although the illiteracy rate dropped from 24 percent to 17 percent in ten years, estimates are that six million Mexicans are illiterate, while another 15 million never finished primary school. Because the education of young students has top priority, adult education is poorly funded.

Mexico's educational system is a 6-3-3 cycle. The first six years, called *primaria* or primary school, are compulsory by law. *Secundaria* or secondary school, the second phase of the cycle, can lead to senior secondary school, called *preparatoria*, or to technical vocations. When a student graduates from *preparatoria*, the third phase, he or she receives a degree of *Bachillerato*. A student who receives a *Bachillerato* can then continue on to a university to receive the *Licenciatura*. Depending on the course of study, in five to six years the student receives a

degree called *Licenciatura*, which is equivalent to a U.S. bachelor's degree. Receiving this degree usually requires the completion of a thesis. Due to recent changes designed to improve the quality of teachers, a student interested in normal or teachers' school must have a *Bachillerato* before being admitted.

Admission to a university is much easier in Mexico than in the United States. Also, most public universities are very inexpensive, even for Mexican students. A consequence of the ease of entering Mexican universities is a high attrition rate. In the Universidad Nacional Autonoma de Mexico, 91 percent of the students never earn degrees. Because of funding difficulties, some public universities have raised the cost of tuition and standards for prospective students.

After completion of a program leading to a degree, a Mexican student is expected to do a social service approved by the education system. Upon completion of the social service, he or she receives accreditation for the degree. The type of social service depends upon the degree sought by the student.

Language of Instruction: Spanish

Grading System

Because the Mexican education system has such variations, it is difficult to provide exact equivalents to U.S. grades. In reviewing Mexican credentials, evaluators are therefore recommended to take class rank into consideration. The grades given in Mexico are as follows:

E/Excellent	10
MB/Very Good	9
B/Good	8
R/Regular	7
S/Sufficient	6
NS/Not Sufficient	5

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NIGERIA

Nigeria, geographically the seventh largest country of Africa, is the most populous on the continent. Today, one in every four Africans south of the Sahara Desert is Nigerian. With a population estimated at just over 100 million in 1985, Nigeria faces both a great challenge in education and a vast potential pool of skilled labor to effect development.

The country's 250 ethnic groups give Nigeria a rich diversity of customs, languages and traditions. The major ethnolinguistic groups are the Hausa-Fulani in the north, the Yoruba in the southwest and the Ibo in the southeast. Other major ethnic groups of the north include the Nupe, Tiv and Kanuri, while in the southeast, sizable populations of Efik, Ibibio and Ijaw are found. The country is 50 percent Muslim, with Islamic believers concentrated in the north, 30 percent Christian and 20 percent traditional African beliefs. Particularly in education, the modern development of Nigeria has been marked by rivalry among ethnic groups.

In addition to the indigenous languages, English and Nigerian Pidgin are spoken. As the official language, English is used in all government and formal meetings between educated Nigerians of different mother tongues. In education, it is introduced in primary school and is used throughout the secondary and university levels. However, Pidgin is most often heard in ethnically mixed urban areas of the south between speakers with little formal education and among southern Nigerians living in enclaves of northern towns. Besides English and Pidgin, many Nigerians are fluent in more than one indigenous language.

The geography in Nigeria, from dense swamps to semi-arid flatlands, is as diverse as its people. The country faces the Gulf of Guinea on the southern coast of West Africa. It is bounded on the east by Cameroon and Chad, on the north by Niger and on the east by Benin.

Before the colonial period, the area comprising the modern Nigeria had a long eventful history. Its various peoples, including the Hausa-Fulani, Yoruba, Nok and Ibo, rose at different periods to notable levels of trade activity, political organization and artistic accomplishment. In fact, it was the web of slave and other forms of trade that brought them in contact with the British.

Nigeria's history as a modern political entity dates from 1914, when the British consolidated the northern and southern territories into the Colony and Protectorate of Nigeria. Although politically joined under British rule, economic and educational development progressed more rapidly in the south than in the north. Since the granting of independence in 1960, Nigerian politics have been characterized by regional rivalry during alternating periods of civilian and military rule.

Politics is a subject for lively debate among Nigerians. During the most recent period of civilian rule, 1979 through 1983, the Nigerian constitution outlined a democracy based on the U.S. model, with a president and vice president elected every four years, a two chamber legislature and an independent judiciary. However, charges of economic mismanagement and corruption led to a military takeover on New Year's Eve, 1983. The military leadership pledged to restore prosperity to Nigeria and return the government to civilian rule as soon as conditions merited. This military administration was not able to cure the country's massive economic problems, however, and was overthrown in another military coup on August 27, 1985.

Socially, Nigerians tend to place less value on individualism and privacy than do Americans, and are more familial and oriented to their ethnic group. Most Nigerians, from traditional farmers in the villages to sophisticated business executives in the cities, participate in a complex system of familial obligations and relationships. With the emphasis on extended family links, friendships are taken more seriously by Nigerians, who remember names, faces and relations well.

Nigerians show their elders deep respect and are trained to defer to them rather than assert an opposing viewpoint. In a school setting, this training may cause Nigerian students to be hesitant about engaging in class discussion or debating a point with a teacher. Schools in Nigeria tend to stress memorization; thus, Nigerian students generally have less experience in open-ended project research than their American counterparts. In addition, the strong group rather than individual orientation of Nigerians may encourage them to offer assistance to or expect assistance from a classmate, even on a test.

Greetings and hospitality to guests are social keystones in Nigeria. While American students may rush by one another with a quick "hi," the Nigerian student will stop upon seeing a friend and inquire about his or her family. Close friends, whether a pair of men or women, are often seen walking together with their arms linked. Whenever visited by a friend or family member, a Nigerian will offer food or drink, even if the visitor was not expected.

Woman and elders in general play an important role in conflict negotiations. When disagreements arise, they are resolved by the family or community group after both sides are heard. In a sense, families, not individuals, are wedded. Although marriage customs vary, it is common for the future husband to give the family of the bride a bridal wealth of money, property or service.

One characteristic of people young and old is their love of music accompanied by dance. From traditional ritual art forms to reggae and the latest in

popular American music, Nigerians can be found dancing in anything from colorful lace wraps to designer jeans. Special occasions, including weddings, housewarmings and birthdays, are celebrated with parties featuring dancing well into the morning hours.

Nigerians are fond of food spiced with hot red pepper. They eat stews of beef, chicken or fish cooked in pepper sauce and served over yams, cassava (a starchy root) or rice. They enjoy a wide selection of fresh tropical fruits, but are not generally accustomed to eating the raw vegetables or sweet desserts that many Americans like.

Food and nearly any other product desired, from electronic equipment to traditionally dyed cloth, can be found in great open markets where selling prices are subject to bargaining. As in other countries, Muslim women are sheltered, but most other Nigerian women wield considerable influence in family decisions at home and in the marketplace, where the money they earn in open trading is their own.

Education System

In the last decade, official government policy has targeted education at all levels as a key to development. The tremendous expansion of the public school system since the mid-1970s was initially financed and encouraged by profits from oil, the most significant resource affecting development. With 80 percent of Nigeria's revenue and over 90 percent of its foreign exchange earned by petroleum exports, the country's revenues are directly tied to the oscillations of the world oil market. Although oil prices and profits have fluctuated greatly, expectations that the government will finance services have risen steadily. However, costs for ambitious projects in education and other sectors have exceeded the government's limited and unpredictable resources. Schools have been built at a rate faster than they can be staffed, supplied and maintained.

Primary education is free in only a few states and is not compulsory. In 1976, a six year program of Universal Primary Education (UPE) was introduced, and although students are being registered for this program throughout the country, long range implementation has yet to be organized. However, the new emphasis on and availability of secular education throughout Nigeria, particularly in the north, where students traditionally had received religious instruction in Quarranic schools, quadrupled the number of primary school students from 4.4 million in 1974 to over 15 million by 1980. Even with a comparable expansion of the secondary school system, spaces for less than one-quarter of the primary school leavers was available in 1982, the first year for UPE graduates. Adequately trained teachers remain in short supply as well.

Because of the expense of education and the inability to accommodate all primary school leavers, secondary school education is neither free nor compulsory. The secondary school system incudes grammar (academic) schools, comprehensive schools (not geared to prospective university students), vocational and technical training institutes and teacher training schools. Secondary school is divided into two three-year programs. The first three are open to all who are qualified and can afford to attend; in the second three years, academically tracked students prepare for university entrance. In the final year, students sit for the Joint Admissions and Matriculation Board (JAMB) exam to compete for limited slots in Nigerian universities.

Nigeria currently has 13 federal universities and plans to open a university in each of the 19 states. A number of technical institutions and state universities operating under the U.S. land-grant model have also opened in the last decade. At the university level, the current emphasis is on the sciences, with 60 percent of the spaces reserved for engineering, agriculture and medical students.

Upon completion of their studies, all university graduates serve one year in the National Youth Service Corps. Graduates are often placed in jobs outside their home state to encourage national consciousness and cultural tolerance.

Language of Instruction: English

Grading System		*U.S.*
91-100	Excellent	A
80-90	Very Good	B
70-79	Good	C
58-69	Pass to Average	D
Below 58	Fail	F

The above scale is included only as a guide to measure a student's work relative to other students at the same school. Internal grades, which have been forged on occasion, are not secure and should not be used as the sole basis for an admissions decision. Request a student's rank in class as well as the external examination score.

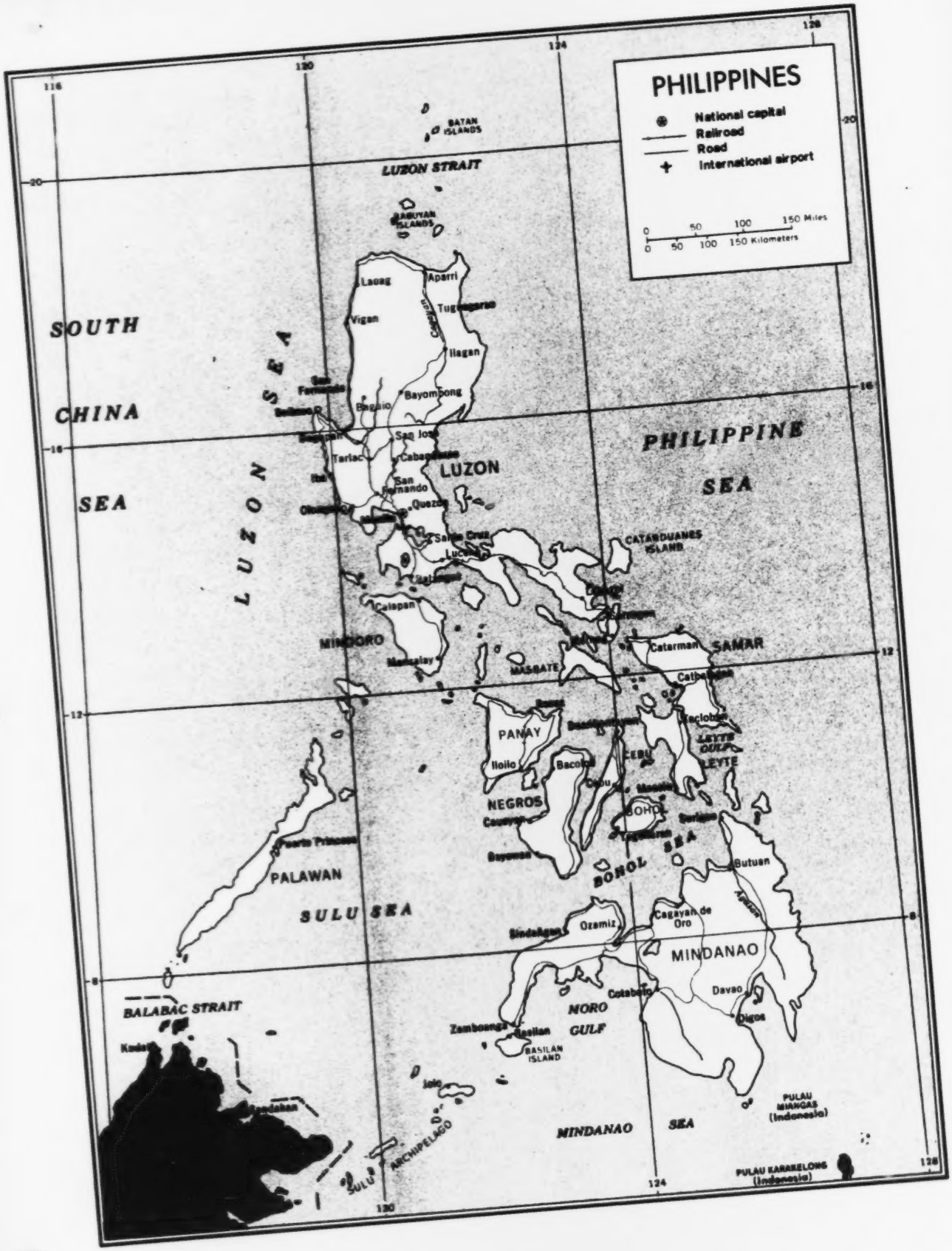
During the past five years, the demand for education has outpaced the government's financial reserves. As in other countries, the quality of instruction is variable, grading is not consistently monitored on a national scale and education standards have declined.

Suggested Reading

Lumley, Frederick, editor. *Nigeria, the Land, its Arts and its People and Anthology.* London: BAS Printers, Ltd., 1974.

Nelson, Harold D., editor. *Nigeria: A Country Study.* Washington, DC: U.S. Government Printing Office, 1982.

Shadeko, Babatundi Andrew. *The Magic Land of Nigeria.* Lagos: Nationwide Survey Services, 1980.


PHILIPPINES
National capital
Railroad
Road
International airport
0 50 100 150 Miles
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LUZON STRAIT
BATAN ISLANDS
BABUYAN ISLANDS
SOUTH CHINA SEA
LUZON SEA
PHILIPPINE SEA
LUZON
MINDORO
MASBATE
SAMAR
LEYTE
LEYTE GULF
PANAY
CEBU
NEGROS
BOHOL
BOHOL SEA
PALAWAN
SULU SEA
MINDANAO
BALABAC STRAIT
NORO GULF
BASILAN ISLAND
MINDANAO SEA
SULU ARCHIPELAGO
CATANDUANES ISLAND
PULAU MIANGAS (Indonesia)
PULAU KARAKELONG (Indonesia)
Laoag
Aparri
Vigan
Tuguegarao
Ilagan
Bayombong
Baguio
Tarlac
San Jose
San Fernando
Quezon
Calapan
Puerto Princesa
Iloilo
Bacolod
Cebu
Tacloban
Catarman
Catbalogan
Butuan
Cagayan de Oro
Ozamiz
Davao
Cotabato
Zamboanga
Basilan
Jolo

PHILIPPINES

The Republic of the Philippines has often impressed and confounded its western observers. Its position in Asia, located a full 12 time zones from the East Coast of the United States, would seemingly dictate vast differences between the two countries. Yet, historical events brought two western nations, Spain and the United States, inextricably close to the Philippine nation and its people, the Filipinos.

This country, made up of over 7,000 islands and 87 native languages, had over 370 years of Spanish influence which is reflected in the many Spanish words adopted in the native languages, in the traditional formal dress of men and women and in the cuisine that is also heavily influenced by China. The American influence began as late as 1898, yet has left its imprint in the educational sector of the country and in the high level of fluency in the English language of most of the population today, especially those with formal education.

The country is dominated by the capital city of Manila (over six million residents in 1983). Yet strong loyalties to provincial, island and language groups remain. It is common for a young person from Manila to say, "My family is from such-and-such a province," even though that individual may never have lived in that location. These strong ties to the countryside, in the midst of a sprawling urban setting, reveal one of the many characteristics of Filipinos — extremely strong family and generational ties. Frequent visits to the "hometown" help youngsters learn the family dialect, enjoy the special dishes of that part of the country and maintain important family connections.

Filipino students for the most part speak excellent English, although it is often somewhat of a dialect. The interchangeable use of "she" and "he," the abbreviations of English words and the mixture of English and Tagalog (sometimes called "Taglish") can present a challenge to understanding. Although some aspects of the dialect of English are often unchanged throughout an individual's sojourn abroad, the Filipino is by far the most proficient in English of all the other Southeast Asian nationals. Their language skill makes verbal communication fluent and enjoyable.

Another unique feature of the people of the Philippines is that over 90 percent of the population is Christian. The vast majority of these are Roman Catholic. The influence of the Catholic church on the schools has been especially strong and positive.

By and large, the character of Filipino men and women is one of emphasizing smooth interpersonal relationships. This can result in frustration on the part of Americans who value "frankness and directness" much more than the Filipinos. A Filipino may have a hard time refusing an invitation, expressing his or her real opinion regarding a new article of clothing a friend has bought or solving an interpersonal problem without the use of an intermediary. The strong value placed on not offending another and not directly expressing negative views openly challenges the American to listen and observe carefully. Messages of personal feeling are still sent, but often in a different code. Of course, many Filipinos have readily adopted a more expressive approach, and readily share their thoughts with an individual they trust.

Sports in the Philippines also are strongly influenced by contact with the United States. The national passion in sports is basketball. Throughout the countryside, makeshift basketball courts are crowded with young players.

Differences among those students raised in the provinces and those raised in Manila can be great, since the urban influence is dramatically different from the rural areas. Many will know the top ten U.S. rock hits and the latest performing groups, and also the latest fashion and fads.

An important part of the Filipino diet is rice. Traditionally, rice is often eaten for all three meals of the day. Americans shouldn't be surprised if the student does not feel full with just a sandwich. Fresh vegetables and fruits are common parts of their diet. Students also enjoy snacks of pastries and, of course, plenty of friendly conversation at all mealtimes.

Education System

Today's education system of the Philippines was patterned after the United States. At the turn of the century, many U.S. teachers taught there on assignment and brought the beginnings of the current widespread and well organized system that has produced a literacy rate of over 85 percent. The basic elementary-secondary school system is organized around six years of elementary study, starting officially at age seven. Some of the subjects are taught in Tagalog and some in English. Many children attend private pre-schools before entering elementary school. Again the language of instruction often is a mixture, but the textbooks in sciences and mathematics usually are in English. Many students graduate with the high school diploma after ten years of education.

A vast majority of the students attend public elementary schools, but for those who enroll in secondary school, nearly half switch to private schools. By the time students enroll in a college, university or other institution at the tertiary level, over 80 percent are in private institutions.

Many of the finest colleges and universities are associated with Catholic orders, and have

prestigious rigorous histories of educating young Filipinos. It is possible that a student will enter kindergarten and continue at the same school all the way through the bachelor's degree. All-male and all-female schools are still popular at the elementary and secondary school levels.

Lecture and memorization are still the most popular modes of teaching and learning. The Filipino student may not be comfortable questioning the instructor and engaging in a dialogue about the subject matter. This might be thought of as drawing undue attention to himself or herself, or as casting doubt on the ability of the teacher.

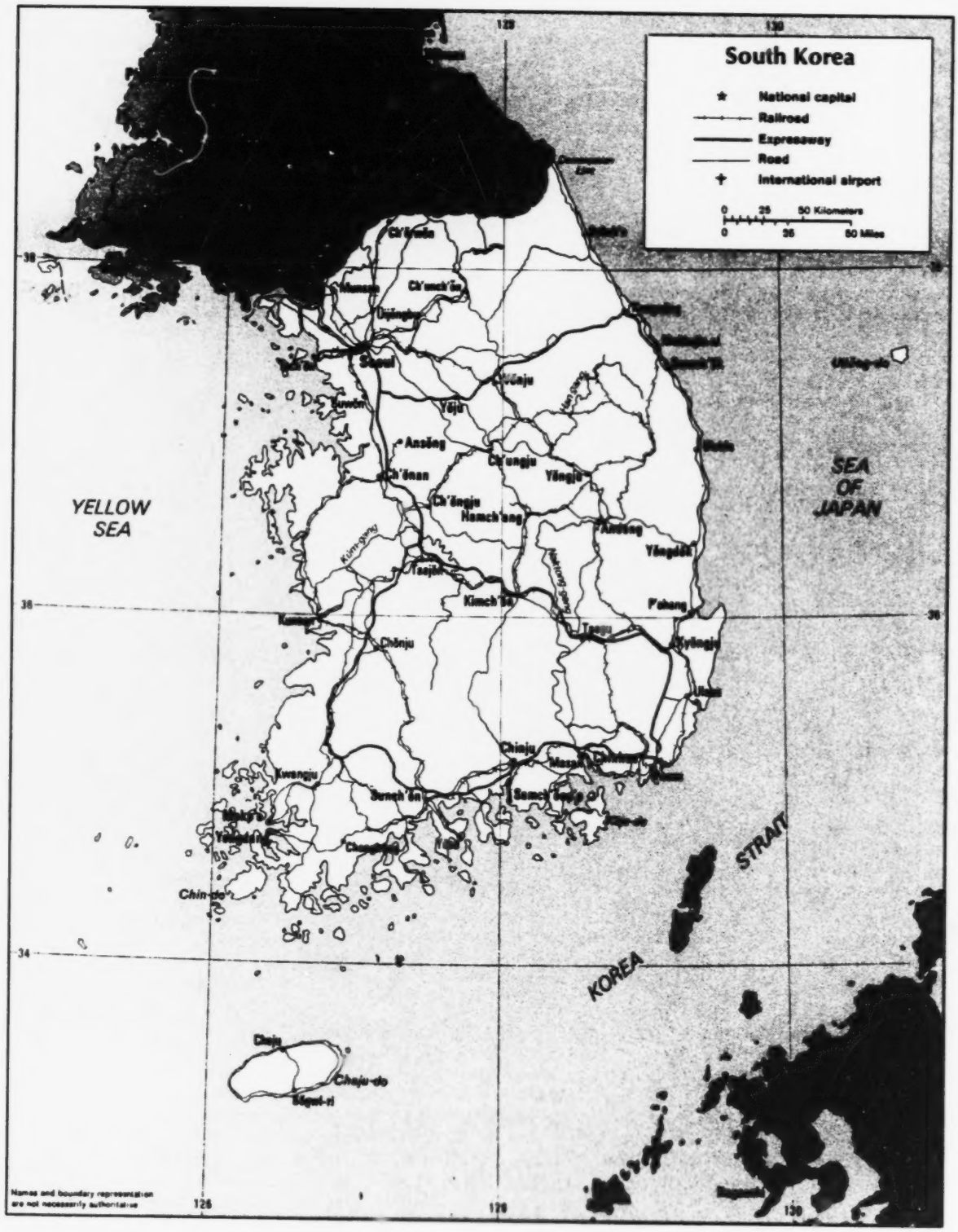
Languages of Instruction: Tagalog and English

Grading System		*U.S.*
1.0-1.5	92-100	A
1.6-2.0	85-91	B
2.1-2.5	80-84	C
2.6-3.0	75-79	D
3.1-5.0	0-74	F

Suggested Reading

Agoncillo, Teodoro. *A Short History of the Philippines.* New York: New American Library, 1969.

Vreeland, Nena. *Area Handbook for the Philippines.* Washington, DC: U.S. Government Printing Office, 1976.



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REPUBLIC OF KOREA

The Republic of Korea (South Korea) is a country about the size of Indiana (98,500 square kilometers) with a population of 40 million people. It occupies the southern half of a peninsula extending south from Manchuria which is bordered on the east by the sea of Japan, the west by the Yellow Sea, the south by the China Sea and the north by the only land border, the Democratic People's Republic of Korea (North Korea). Japan lies only 193 kilometers east of South Korea.

This mountainous land bridge always has been strategically important. Over the centuries, invaders from China and the north moved southward to mount invasions upon Japan, and both ancient and modern citizens of Japan attacked the Korean peninsula to obtain bases for northward advances. Korea has served as a very important cultural and religious channel between the empires of China and Japan. Although indigenous Korean history, art and culture can be traced back more than 5,000 years, the peninsula was first completely united in 688 A.D. under the Silla kingdom. Despite an unfortunate history of invasions and occupations, Korea has proudly retained its unique racial, cultural and historical heritage.

Korea was first populated by tribes that migrated westward from the Altaic mountains to Manchuria and Siberia. Ethnologically, Koreans are members of the Ural-Altaic family, which includes Turkish, Mongolian and Tungusic peoples. The Korean language is a Uralic language remotely related to Japanese, Mongolian, Hungarian and Finnish. Korean is written with an original phonetic alphabet, *Han-gul*, invented by King Sejong in the 15th century. Chinese characters are often used to supplement this system.

The name Korea was adopted by westerners from the Koryo dynasty, which ruled from 918 to 1392. The Yi dynasty, which followed (1392-1910), adopted an earlier name *Chosun*, meaning morning calm. This gives Korea its most popular nickname: "the land of the morning calm." Koreans themselves refer to their country as *Han Guk* or the land of Han. The people are similarly referred to as the "People of Han."

Korea, like Germany, was partitioned at the close of World War II. At the Yalta Conference in 1945, the United States and the Soviet Union agreed to an administrative division of Korea at the 38th parallel. At that time, Korea had been occupied by the Japanese for 35 years. The West's, and especially the United States', familiarity with Korea came as a result of a cataclysmic attack on the South in 1950 by Soviet-backed North Korea. The resulting three year war ravaged the peninsula and ended any hope of early unification. The war vascillated between southward advances by North Koreans aided by the Soviets and Chinese and northward advances by U.N. forces under General Douglas MacArthur. Although hostilities ended in 1953 with the division along the 38th parallel, a war-like atmosphere continues to divide the peninsula. This pervasive threat of war and hostility cannot be discounted as a major environmental factor in both domestic and governmental affairs in South Korea.

Today, Seoul, the capital of South Korea, symbolizes the growth of a destroyed country. It is a modern city with more than nine million people that boasts subways, skyscrapers, hotels and a sports complex that will host the 1988 Olympics. The city lies only 48 kilometers from the Demilitarized Zone (DMZ), which divides the two Koreas. South Korea has literally risen like a "phoenix from the ashes" of war destruction to become a vibrant economic miracle. The 35 years of Japanese colonial industrial efforts had been concentrated in mineral rich North Korea; the mainly agricultural south was at a great disadvantage following the Korean War. South Korea, however, has reversed the situation and has maintained high-level economic growth since 1960.

The South Korean economy has maintained more than an eight percent growth rate since 1960, which is more than double that of the world's leading economies. The growth was founded on rapid industrialization and export oriented economic policies. Many expert economists have documented that the eight year period of growth from 1960 through 1967 in Korea is comparable to what it took some developed nations more than 20 to 30 years to accomplish.

Despite this dramatic growth, South Korea faces severe challenges to its continued economic success. Approximately one-third of the national budget in 1983 — six percent of the total GNP — was spent on defense and maintenance of 600,000 military personnel. (In addition, the United States had more than 30,000 military personnel in South Korea at that time.) An active minority of intellectuals and students maintains a continued resistance to a political system that concentrates power in a strong president who frequently imposes martial law. South Korea has massive problems due to its large population, which makes it one of the world's most densely populated areas — a density that is much higher than that of India or Japan. The transformation from an agricultural to an industrial economy has been accompanied by a large migration from rural to urban areas which is straining already overcrowded cities like Seoul. An emerging middle class is demanding a greater stake in a developing economy controlled closely by a few extremely wealthy industrial barons who are sanctioned by the government. Finally, the hostility, insecurity and global ramifications of the division of the two Koreas greatly affect the newly

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emerging power. Fortunately, South Koreans have the accumulated experience of 5,000 years of history from which they can draw guidance and strength.

South Korea is a country blending change and tradition. Even its flag is centered with the ancient symbol of yin and yang, representing the union of opposites. In both the countryside and the city, the changing appearance reflects modern industrial growth. Underlying this transformation, traditions and values centuries old still hold a powerful influence.

South Korea's traditional religions are Buddhism and Shamanism. Although Confucianism remains the dominant cultural influence, it has few religious followers. Buddhism in Korea has the highest percentage of followers with 16 percent. Christianity has about ten percent, four million followers (75 percent Protestant), which is the second largest Christian population in East Asia behind the Philippines. Shamanism and Animism have a small following among the rural population.

Most Koreans do not think of themselves as Confucian per se, yet the Korean psyche is ingrained with Confucianism. Confucian models are reflected in relationships between family members, seniors and juniors, men and women and friends. Respect for elders, the importance of education and ancestral commemorations are also Confucian attributes. Although urbanization has somewhat altered these concepts, their influence on daily lives remains.

Group ties are very important in Korea. Unlike the West, personal desires are often sublimated to group efforts. Recognition is gained by enhancing the group. Group or team sports are enjoyed and encouraged. Friendships are very important and are formed by schoolmates, those who work together or participants in the same sport or hobby. Friends develop strong ties and support each other both financially and emotionally. In addition to being extremely industrious and resilient, as is witnessed by recent economic advances, the Korean people have developed a reputation for being among the most hospitable people in the world. Friends spare no expense in entertaining each other and a guest in a Korean home is always offered a meal or food. The giving of gifts, large and small, occurs on all special occasions.

Koreans usually have three names. The family or surname is placed first, a name identifying the generation comes second and a personal name comes last. For example, all the boys in one family would usually have the same first two names with a different third or personal name: Kim San Ho, Kim San Jo, etc. Only a few traditional Korean family names are used by the majority. The most common are: Kim, Lee, Pak, Cho, Chae, Han, Kang, Ko, Im, Oh, No, Shin and Yu.

All three Korean daily meals are similar, consisting of plain boiled rice, soup, several side dishes of vegetables, seaweed or fish and the most famous Korean dish, *Kimchi*, which is a spicy dish consisting of pickled cabbage, red peppers, garlic and green onions.

Education System

The Confucian doctrine that sees education as the key to future success is deeply ingrained in the Korean mind. This, no doubt, attests to the very high national literacy rate of 92 percent. After the armistice in 1953, both popular demand and government effort led to impressive educational growth in South Korea. While past education has meant a liberal arts education, today the pressing needs of industrialization have created an increasing demand for technical education at all levels in the educational process.

The Korean school system is based on the U.S. model, dividing education into six-year elementary schools, three-year middle and high schools and four-year colleges and universities. Two-year junior colleges and vocational and technical schools also have been established. Over 11 million South Koreans, or one-fourth the total population, are currently enrolled in schools and colleges.

The education system is continually being reformed to met current demands. In the recent past, the entrance exams for middle schools had been abolished. The entrance exams were eliminated to relieve the strain and emotional burden placed on middle school students and the great financial burden to pay for outside tutors to prepare for the exams. Students are also no longer required to wear military uniforms, a practice held over from Japanese colonialism.

For reform and development of the nation's educational programs, several specialized educational research institutes have been established. They include the National Institute of Education and the Korean Educational Development Institute. Education is centralized and the national Ministry of Education is responsible for school systems with assistance from boards of education in the nine provinces and special cities.

Under a new system, uniform examinations are given to middle school graduates to determine allocation to vocational, special and general high schools. The general high school offers required courses, electives and extra-curricular activities. Korean language, social studies, ethics, Korean history, world history, geography, mathematics, biology, physical education, music, arts, English and management are the required courses. Although English is taught from middle school (seventh grade), the emphasis is on grammar and translation, thus, most of the students have little speaking ability.

A national college entrance examination, the Scholastic Achievement Examination for College Entrance (SAECE), is administered by the government. Prior to 1980, individual colleges also held entrance examinations. Although graduation from senior high

school is not determined by SAECE test scores but by grades and completion of the senior high school program, it is necessary to score well on this exam to be considered for any college in Korea. The SAECE examination is administered to all senior general and vocational high school students in the latter part of their senior year. Those students who successfully complete the high school program are awarded a general high school diploma *(Inmumgye Kodung Hakkyo Chorup Chung)* or a vocational high school diploma *(Silopgye Kodung Hakkyo Chorup Chung)*. In determining the admissibility to colleges and universities, the SAECE examination score and the senior high school academic record, accompanied by a recommendation from the senior high school principal, are required.

Although the government is encouraging attendance at provincial universities and technical institutes, the more prestigious colleges, located in Seoul, are highly sought after as a career avenue. In an effort to support South Korean industrialization, student quotas have been raised in engineering/ technology fields. Private enterprise has also assisted in setting up vocational technical training centers. Many of the Koreans studying in the United States are working in fields that will complement Korea's rapid industrialization.

Language of Instruction: Korean

*Grading System**

The grading system *(Chaechom Chedo)* predominantly used by secondary schools is A, B, C, D and F, with D being the lowest passing grade. Most secondary school transcripts also include an explanation of the grading system, such as:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 or less

*From World Education Series book on Korea by Philip J. Gannon, p. 23.

Suggested Reading

Crane, Paul. *Korean Patterns*. Seoul: Hollym Corporation, 1968.

Goulden, Joseph. *Korea: The Untold Story of the War*. New York: Times Books, 1982.

Henderson, Gregory. *Korea: The Politics of the Vortex*. Cambridge, MA: Harvard University Press, 1968.

Henthorn, William. *History of Korea*. New York: The Free Press, 1968.

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SPAIN

Perhaps the most outstanding characteristic of Spain and its culture is the extreme diversity that is found among its regions. Within the same country, one finds a variety of customs and ways of life that seem to represent individual nations rather than provinces. Because of Spain's strategic geographic position as a gateway between the Atlantic Ocean and the Mediterranean Sea and between Europe and Africa, a series of invaders throughout history have occupied various parts of the Iberian Peninsula, bringing the influence of their cultures with them. Thus, for example, certain aspects of Celtic culture have been adopted in the northern provinces; the influence of Roman culture on the architecture, language, religion and laws of Spain is evident; and the Moors left their mark on the southern province of Andalusia in the art, architecture and physical appearance of the people of that region. Among modern-day Spaniards, there is a strong sense of local pride and identification; regional languages are spoken in Galicia, Cataluña and the Basque Provinces, and autonomous local governments have been established in several regions, most notably in Cataluña and the Basque Provinces.

The local independence that is so prevalent in Spain today was not always encouraged, however. During the dictatorship of General Francisco Franco, which lasted from 1939 until his death in 1975, regional languages could not be used in the schools and every effort was made to strengthen the central government in Madrid. With the death of Franco, a constitutional monarchy was established that has brought about great changes in the lives of the Spanish people. Within a period of only ten years, Spain has gone from the end of a military dictatorship, under which the Catholic church and the military were powerful social and political forces, to a government under which divorce and "soft drugs" (i.e., marijuana and hashish) are legal and medicine is socialized. Americans will find Spaniards, as citizens of a young democracy, eager to discuss politics and express their opinions on any number of world and national issues.

Although most Spaniards are nominally Roman Catholic, only about 35 percent attend church on a regular basis and freedom of religion is guaranteed under the constitution. However, the historic influence of the Catholic church can still be seen during Easter Week, when schools and many offices close to observe what is still the most important holiday time of the year with processions of religious statues and pilgrims through the streets. The influence of Spain's military past is also felt even today, as every male citizen is still required to complete one year of military service between the ages of 20 and 22.

Because Spain's regional identities are so strong, it is difficult to generalize about cultural traits of the people of the entire nation. Therefore, although the characteristics described below are prevalent among Spaniards in general, it should be remembered that exceptions to these generalities may occur at the regional, as well as individual, level.

Perhaps the most important institution in Spanish society is the family. It is not uncommon for several generations of a family to be living within blocks of each other, if not under the same roof. It is also very common for grown, unmarried children in Spain to continue living with the parents, contributing to the family expenses if they are working. In fact, it is quite unusual for a young person to move into his or her own apartment before marrying. Family members tend to be very close and visit each other frequently; Spanish students in the United States may therefore experience feelings of isolation and loneliness during what is probably their first separation from their families.

The importance of the extended family is also reflected in the respect of Spanish society for the elderly. In comparison, Spanish students may be surprised at what they consider U.S. society's poor treatment of the elderly. The Spanish language itself, in fact, is structured to show either familiarity or respect by using different terms according to a person's age (as well as other factors such as his or her relationship to the speaker or social position). In the same way, women tend to be very highly regarded within the family institution.

Within the home, the women are generally responsible for the maintenance of the house, cooking, cleaning, etc. As in U.S. society, this may change as more and more women begin to work outside the home. Indeed, the number of young women enrolled in the university system has greatly increased in recent years, indicating that more women will be entering the formal work force in the near future. At the present time, however, it is still quite rare to see a Spanish man doing housework, and male Spanish students in the United States may not be accustomed to being expected to help around the house.

Spaniards in general are a group-oriented people, a characteristic which can be noted in various aspects of society and daily life. There is a great deal of interaction among friends and neighbors on a daily basis. Houses that are surrounded by land, like those in the suburban United States, are the exception rather than the rule in Spain. Most houses adjoin one another, and in many instances, several families will have living quarters around a common patio and share in the maintenance of the common space. In small towns and some parts of larger cities, it is not uncommon to see front doors of houses left open to the street. Thus, to the Spanish student in the United

States, Americans may appear to live extremely isolated and "closed" lives, and the distances between houses may seem unusually great.

The Spanish also consider Americans to be somewhat reserved in their actions and relationships to one another. Strangers who pass in the street in Spain, especially in smaller towns, will extend a polite greeting to one another, whereas Americans tend to avoid speaking with (or even looking at) any person they do not know. The cultural concept of personal space is also an area which can cause some misunderstanding between Spaniards and Americans. The Spanish like to stand very close to one another when talking, using many hand gestures and physical contact as a non-verbal language. Thus, the American who backs away from the Spaniard he or she is speaking with because they are standing too close to one another, will be perceived by the Spaniard as being distant or unfriendly. By the same token, an American might consider a Spaniard too "forward" or aggressive if he or she touches a great deal when they are talking. The standard form of greeting between two men or a man and a woman who do not know one another is a handshake; two women who are greeting one another will kiss each other once on each cheek. It is also normal for male family members and close friends to embrace one another as a form of greeting.

Spaniards have a great deal of national and regional pride that extends to the personal level as well. Appearances are very important to the Spanish people; the cleanliness of a woman's home is a reflection on her personally, and although Spaniards tend to have fewer clothes than Americans, the clothes are always neat, clean and well ironed. However, because the cost of hot water is quite high in Spain, Spaniards generally do not bathe or shower as frequently as Americans. American families hosting Spanish students therefore may wish to discuss with them the importance that Americans place on daily washing.

Another area which can cause misunderstanding between Americans and Spaniards is the difference in each culture's perception of time. Whereas Americans make appointments and expect to be on time and assume others will do the same, the Spanish are a bit more relaxed with regard to punctuality. Thus, a Spaniard who says he or she will be somewhere "around" 3 o'clock, for example, actually may not arrive until 3:15 or even 3:30.

Spaniards are generally very open and warm people. They enjoy lively discussions on such topics as politics, and are willing to discuss openly matters concerning money, which Americans may consider inappropriate. For example, it is not unusual for the recipient of a gift to ask the giver how much he or she spent on the gift. Visitors to the home of a Spanish family will find them extremely gracious and hospitable hosts, as is demonstrated by the frequency with which the expression "my house is your house" is heard in Spain. Foreigners are generally treated with a great deal of hospitality, and Spaniards are particularly anxious to see that foreign visitors return home with a good impression of their sojourn in Spain. They are also pleased when a foreigner makes an effort to speak Spanish or try the local dances, no matter how well or poorly this is done.

Daily meals in Spain take place on a different time schedule from that which most families in the United States are accustomed to following. Breakfast is normally a small and quickly eaten meal, perhaps consisting of coffee and a piece of toast or cookies. The major meal of the day occurs in the early afternoon; this meal will have several courses and may last for hours, with family members and guests lingering at the table to chat after the meal is finished. There is also time after the afternoon meal for a *siesta*; schools and most businesses (including shops) are closed from about 1 to 4 p.m., but are open on Saturdays. Dinner usually takes place quite late in the day, at about 9 or 10 p.m., and bedtime is generally later for Spaniards, even for children, than it is for most Americans. Thus, the change in meal schedule will require some adaptation on the part of Spanish students living in the United States.

Pastimes in Spain include sports such as soccer and basketball; *jai alai*, which has become a popular spectator sport in parts of the United States, originated in the Basque Provinces in northern Spain. Socializing with friends is an important activity for both young and old people, although entertaining is not often done in the home. Instead, the centers for social activity are the local pubs, where friends gather to see each other, have a drink together and talk. Movies are also as popular among the Spanish as they are with Americans. And, of course, the artistic and cultural life of Spain is rich with such well known painters, playwrights and poets as Goya, Pablo Picasso, Antonio Machado, Garcia Lorca, Cervantes and many, many more.

In relationships between young men and women, the stereotyped image of the protected innocent young girl who is not allowed to go out without her chaperone no longer holds true in Spain. It is now common to see groups of young people going out together, although young women generally prefer to go out with a steady boyfriend from an early age rather than to date many young men. Again, although attitudes are changing, Spanish men often think of foreign women as being more permissive than Spanish women, and may tend to be overly aggressive with them.

Education System

Although the majority of students in the Spanish education system are enrolled in public schools and universities, a substantial percentage attend private schools, most of which are administered by the Catholic church. Public education is free through the primary and secondary school years. In the past,

private schools were also subsidized by the government; however, this situation will most likely change as legislation has been introduced in 1985 affecting the economic support provided to private schools by the Spanish government.

For some students in Spain, formal education may begin before the age of six at the pre-elementary level. Education is compulsory beginning with the General Basic Education (EGB) program, or primary school, for students aged 6 to 14. This level is comparable to grades 1 through 8 in the U.S. school system. Upon completion of the EGB, students receive either a *título* (diploma) or *certificado* (certificate), depending on their level of achievement. Recipients of the *título* may continue into the secondary school program for university-bound students, the *Bachillerato Unificado y Polivalente* (BUP). Those who receive the *certificado* may either end their education at this point or enter the vocational-technical education track in the *escuelas de formación profesional* (FP).

The BUP program lasts three years and is comparable to grades 9 through 11 in the U.S. school system. Upon completion of this program, students enter a one-year *Curso de Orientación Universitaria* (COU) (College Orientation Year). They must pass a final examination at the end of this year before continuing to the university level. If a student fails part of this exam in June, he or she may enroll in summer classes and take a make-up test in September. Students who fail the entire exam must repeat the one year program; the course may be taken no more than three times. In addition, students wishing to gain entrance into a college or university must take entrance examinations *(pruebas de acceso)* at the end of the COU.

For students entering the vocational education track, the program offers three levels of training: (1) *primer grado*: degree of *Técnico Auxiliar* awarded after two years of study; (2) *segundo grado*: degree of *Técnico Especialista* awarded after three years; (3) *tercer grado*: degree of *Técnico Superior Diplomado* awarded after one or two years. It is also possible for students in the vocational-technical program to transfer into the university program, and vice versa.

Language of Instruction: Spanish

*Grading System**

The Spanish grading system at the secondary school level (including the COU) is based on a scale of 1 to 10, with the following descriptive equivalents:

9-10 . . . . . *Sobresaliente* (excellent)
7-8.9 . . . . . *Notable* (very good)
6-6.9 . . . . . *Bien* (good)
5-5.9 . . . . . *Suficiente* or *Aprobado* (satisfactory)
0-4.9 . . . . . *Insuficiente* or *Suspenso* (failure)

Admissions officers are cautioned not to arbitrarily equate this grading scale with the U.S. system of A, B, C, D, F. This is especially true of the range between 5 and 6.9; *bien* often reflects work of B quality, and *suficiente* and *aprobado* cover a spectrum much wider than that represented by the conventional U.S. range for C (C– to C+). The Spanish system has no equivalent for the U.S. grade of D (i.e., passing but unsatisfactory). The top two or three students receiving *sobresaliente* in a particular subject usually are granted the special distinction of *Matrícula de honor* (Honors).

*From World Education Series book on Spain by Arnold H. Weiss, p. 13.

Suggested Reading

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The United States Government has not recognized the incorporation of Estonia, Latvia, and Lithuania into the Soviet Union. Other boundary representation is not necessarily authoritative.

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SWEDEN

For much of Sweden's recorded history, the country has evolved largely outside the mainstream of European developments. Occasionally, through the actions of a handful of adventurous Swedes (the Swedish Vikings, Gustavas Adolphus, Karl XII, for example), the country burst briefly upon the stage of European history. Yet little lasting culture from this remote northern land took hold outside Scandinavia. In spite of geographic isolation, this century has seen Sweden become one of the most advanced modern states in Europe — a nation of people adept at responding to the challenges of change, yet deeply rooted to their traditions and past.

Sweden is a hereditary constitutional monarchy. The king is a figurehead with little formal political power. Real power rests with the majority party in the Swedish parliament *(Riksdag)*, whose party leader is the prime minister. Leadership has resided with the Social Democrats, alone or in coalition with other parties, since 1932. Sweden has maintained a policy of neutrality and has not been at war since 1814. In 1949, the term "neutrality" was changed to "non-alignment" and officially confirmed by a government declaration: "As before, Sweden must keep free of military alliance which might bring us into conflict with other nations."

With a population of approximately 8½ million people residing in a country roughly the size of California, Sweden has one of the lowest population densities in Europe. The country has few big cities, yet the urban population comprises 58 percent of the total. Lapps, who have been herding reindeer in the far northern terrain of Sweden for centuries, are the only ethnic minority group.

Sweden developed from a predominantly agricultural economy to an industrialized one in the late 19th and 20th centuries. This economic revolution was linked to a powerful movement for social reform. Between 1920 and 1930, the movement culminated in the birth of the Swedish welfare state essentially as it exists today. Infant mortality is the lowest in the world. Women are guaranteed seven months of leave from their jobs prior to and following the birth of a child and insurance pays for 90 percent of income lost. Families with children receive income tax reductions and tax free allowances for each child under 16 years of age. Education and school lunches are free.

Sweden's high per capita income and standard of living is often envied by other natons, yet, Sweden has its share of difficulties. Modern Swedish society faces changes within the family structure similar to other modern industrialized countries. The traditional extended family is now comprised of only two generations. Urbanization and the state have also taken over responsibility for the social welfare of the elderly. The welfare state provides security, but it also produces a certain measure of standardization. The suicide rate, particularly among men in their 30s, has been and remains alarmingly high.

Although the majority of Swedes now live in urban areas, their ties to the countryside and to rural society have not been severed. Ownership of a home both in town and in the country is not uncommon. Their relationship to nature is extremely important and Swedish cities quite literally "close for holidays" in the summer, as city-dwellers abandon their comforts for the simplicity found in their summer cottages. In recent years, the phenomenon of the "Swedish summer grass widower" has become common. From the last day of school to the first day of the next school year, mother and children spend the warm summer weeks in the country, while the father works in town and joins his family on weekends. Interminably long, dark winters cause Swedes to rejoice in the bright summer months with mid-summer festivals celebrating the sun that never sets and long, quiet walks in the countryside.

Swedish homes tend to be simply furnished with warm, vivid colors. Folk motifs reflecting traditional themes and values are found in modern Swedish glass and textile designs.

Swedish people have a profound respect for privacy and politeness, which has a tendency to cause initial uncertainty in their interactions with Americans. The American casual and informal attitude can be baffling to the Swedes. They tend to view friendship as longer-term and not as quickly achieved as an American might. Although they may appear reserved at first, Swedes tend to have a terrific sense of humor and genuinely appreciate jokes.

Swedish children are brought up strictly to respect their elders. Children are taught to curtsey or bow to any adult with whom they come into contact, even if the adult is a family friend. Following a meal, it is customary for Swedish children to approach the hostess, curtsey or bow, and say *tack för matten* (thank you for the meal). Mutual respect between children and adults is established and nurtured from an early age, with the result that most Swedish parents permit their teenagers quite a bit of freedom. This cultural trait has contributed to the stereotype of Swedes being sexually permissive, when in fact, their behavior is the embodiment of Swedish social upbringing. Generally, Swedish teenagers go out in groups, and it is not unusual for siblings to be part of each other's circle of friends.

Swedes are a very active people who enjoy testing their endurance in a variety of sports. Skiing, hiking and swimming are among the favorite ways of keeping fit and enjoying the vast, unspoiled regions of their country. Class trips providing opportunities for these activities are an integral part of each school year. Because Swedes take such pleasure in the out-

doors, environmental issues are extremely important and the government has taken major steps to deal with such problems as acid rain.

The main meal in Sweden is usually eaten in the evening. Typically, Swedish food is substantial, nourishing and relatively simple. Sausage, various stews and meatballs are very common and always served with a vegetable and boiled or steamed potatoes. Fish, of course, is popular in Swedish meals, especially cod, mackeral and herring — the latter grilled, smoked or marinated. The Swedish *smörgåsbord* offers a wide variety of food: thin slivers of smoked salmon, trout, sausages, paté and smoked reindeer meat. Although usually thought of as a prelude to a meal, this varied selection of food can certainly be a meal in itself. Swedes generally enjoy American food, although they may find some of it a bit too greasy for their taste.

Although Swedes enjoy beer, wine and schnapps, they are extremely cautious about drinking and driving. The common practice is to take a taxi home from a party, leaving their car behind. Stiff penalties are enforced if a person is caught driving under the influence of alcohol, with loss of a driver's license for several months.

Education System

Sweden began to reform its school system in the 1950s. In an effort to abolish the discrepancy between the quality of education in urban and rural schools, the system was restructured completely by 1962. These reforms also reflected a change of attitude regarding the goal of education. Teaching now focuses on the entire development of a child's personality rather than the disciplined dissemination of facts. Close cooperation between home and school is encouraged for all-round development of character. Education is open to all, including adults. The Swedish education system was previously under centralized control. However, since the end of the 1970s, decision making powers have been increasingly delegated to individual municipalities and schools.

Education is compulsory between the ages of 7 and 16. The Swedish comprehensive school is divided into junior, middle and senior levels of three years each. Foreign language training is emphasized in the school curriculum: English is compulsory from the third to the ninth grades, with additional foreign languages offered in the seventh grade.

Following the successful completion of the nine year compulsory comprehensive school, students receive a school leaving certificate, which is required for further study at the upper secondary school. This school offers six sectors involving studies of two or three years each: (1) arts and social sciences; (2) nursing, social and consumer; (3) economic and mercantile; (4) technical and industrial; (5) technical-scientific; and (6) agricultural and forestry. All courses of study may qualify the student for higher education as well as conferring a certain amount of vocational preparation. The upper secondary school stresses study technique and independent as well as group work.

The upper secondary school is unique by western standards in that it provides both a theoretical basis for higher studies and practical-theoretical vocational education for a variety of jobs. The school is an amalgamation of previous schools in the Swedish education system: the *gymnasium*, the continuation school and the vocational school. However, the Swedish school system, particularly the system of grading, is once again under evaluation and is currently criticized by many Swedes. It is quite possible that another reform of the education system will take place in the near future.

Swedish students who come to the United States will likely find it difficult to adjust to the American tendency to give frequent quizzes and examinations and may also be unaccustomed to the amount of homework. The American classroom will also seem more structured and disciplined to them. Swedish students will not usually have any major problems with English, especially spoken, due to their years of training in English conversational skills. It should also be noted that Swedish students generally receive no credit for their studies at a U.S. high school, although how well they do here will likely influence their chances of entering a university.

Language of Instruction: Swedish

Grading System

The Swedish school reforms have attempted to reduce the emphasis on marks, thus there is no formal marking system until the eighth grade. Marks are on a scale of 1 to 5, with 5 being the highest, and are given at the end of the autumn and spring terms. These marks are relative, i.e., they refer to the average national level of achievement in each subject and may be roughly equated to the U.S. system as follows: 5 = A; 4 = B; 3 = C; 2 = D; 1 = F.

A mark of at least 2.3 is one of the basic requirements for entry into a university. However, the student's over-all academic performance, teacher recommendations and work experience are also extremely important in securing a place at the university level.

Suggested Reading

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THAILAND

Founded in the 13th century, Thailand's early history was a complex struggle for territory and power among the Malay, Thai, Mon and Khmer peoples. The centralized Thai Kingdom emerged in 1350 and although it had some contacts with the West, beginning with the Portuguese in the 16th century, its relations with its neighbors in Southeast Asia were of primary importance until the 19th century.

A revolution in 1932 transformed the Thai system of government from an absolute to a constitutional monarchy. The transition was smooth and without violence, in large part because the ruling monarch advocated the transfer of power in response to changing political conditions. The king is formally the head of state and although he has little direct power, is an important popular symbol of national identity and unity. The current king, Bhumibol Adulyadej, enjoys great popular support and demonstrates his concern for his people in many ways, such as devoting acres of the royal palace to an experimental farm and frequently traveling around the country to visit new development projects. The Thais are very respectful of the king and of anything that bears his likeness.

The office of the prime minister is the center of political power. The prime minister heads and may personally select the cabinet of up to 44 ministers and deputy ministers. They are responsible to the bicameral National Assembly: the House of Representatives, composed of 301 popularly elected members; and the Senate, whose 225 members are nominated by the prime minister for formal royal consent and appointment.

It is a source of great pride to the Thais that theirs is the only country in South and Southeast Asia never colonized by a European power. The Thais understood the necessity of flexibility and adaptability. Believing that "the strength of bamboo was its ability to bend with the wind," they adapted themselves to the pressures of foreign powers to preserve their nation's independence.

Much of Thailand's history and politics are the result of its axial position in Southeast Asia. Formerly known as Siam, Thailand occupies 514,000 square kilometers (198,500 square miles — about the size of Texas) in the heart of mainland Southeast Asia. The shape of the country has often been compared to the head of an elephant with its trunk extending down the Malay Peninsula. Although Thailand does not border on China or Vietnam, both countries are within 100 kilometers of Thailand.

During World War II, although nominally allied with Japan, Thailand was effectively an occupied country. The defeat of Japan was followed by an era of increasingly close relations with the United States. Since 1975, Thailand has served as a country of first asylum for hundreds of thousands of refugees from areas of Indochina under communist rule. For its humanitarian policies, Thailand, and especially the royal family, have received acclaim from the international organizations supporting refugee relief.

Endowed with considerable natural resources, Thailand has demonstrated impressive growth in its domestic economy. Foreign trade and investment are an important part of the economy, and external conditions substantially influence the revenues of the Thai government and the incomes of private citizens. Although agriculture is the most important economic factor — nearly 80 percent of the population of 48.3 million live in rural areas — industry and the services sector are also important and have contributed to the consistently rapid growth of the Thai economy which has averaged more than 11 percent annually over the past 30 years.

Thailand has four main topographical areas: (1) the rich agricultural central region, dominated by its most important river, the Chao Phraya, which supports an extensive and highly developed network of canals and irrigation projects, long considered the "rice bowl" of Asia; (2) the Khorat plateau in the northeast which rises 1,000 feet above the central plain and is comprised mostly of poor land that suffers from seasonal droughts or floods; (3) the northern region of thickly forested mountains and steep fertile river valleys; and (4) the long sliver of land in the south that extends from central Thailand southward to Malaysia, which is covered mainly by rain forests. Thailand's tropical climate is dominated by monsoons, with high temperatures and humidity.

The population of Thailand is relatively homogenous, with more than 85 percent of the people speaking a dialect of Thai and sharing a common culture. The largest minorities are the Chinese — approximately eight percent of the population — and the Malay-speaking Muslims — three percent.

The majority of Thais — 95.5 percent — are Buddhist. This religion is actually a blend of Buddhism and animal/spirit worship. While most Thais are not highly religious, the rituals of Buddhism permeate their way of life. Elaborate temples edged in gold are found in abundance in every part of the country. The belief in reincarnation is fundamental to Buddhism. It is essential for Buddhists to "gain merit" in this life in order to live better in the next. Giving to the poor is one method of gaining merit, and even in Bangkok, a bustling metropolis of over five million people, monks walk through the streets at dawn carrying begging bowls in which they receive rice and curry from the Thais. Because of the belief in reincarnation, life is considered ephemeral and not of great value — it is only a stepping stone to "Enlightenment."

"Face" is very important to the Thais. In all dealings it is important that no "face" is lost. Therefore, problems are usually not dealt with in a direct manner; either an intermediary is asked to convey messages or the matter is not mentioned. Because of the importance of "face," Thai students in the United States may find it very difficult to talk about their problems; they may say that nothing is wrong rather than risk giving offense.

Thailand has acquired the nickname "Land of Smiles." The Thais indeed flash beautiful smiles with only the slightest provocation. In part, the smiles are a way to maintain inscrutability, a way to avoid confrontation, but in most cases they are genuine, as Thais are funloving people. A particularly popular form of entertainment, especially for the young, is a *tiow* or trip — whether it be a week in Bangkok, a day at a waterfall or a walk around the block. Often large numbers of people are involved and there is a great deal of activity, as they want to see and do as much as possible.

Eating is usually a major aspect of any *tiow*. Picnics are very popular, whether they occur on top of a mountain or on the floor of someone's house. If food is not prepared at home, it is readily available. Vendors selling everything from fruit to rice and curry packaged in small plastic bags or wrapped in banana leaves are found everywhere. There are numerous varieties of Thai food, some of which are extremely hot, so Thai students in the United States may find American cuisine bland. Many Thais have a lactous intolerance, and therefore have a difficult time digesting anything milk-based. However, it is becoming more common, especially in the larger cities, for Thais to drink milk.

Family bonds in Thailand are very strong. Extended families live together or in close proximity. There is an increasing amount of mobility among younger Thais, but it is still considered important to live near the family. With one of the world's fastest growing populations, Thailand was ranked in 1975 as the 17th most populous country. Housing is therefore at a premium and most families live in houses which have only a few rooms. Because the weather is warm most of the year, houses are designed with openness in mind — family members and neighbors visit back and forth and watch out for each others' children. As a consequence, Thais do not value privacy; being alone is equated with being lonely.

There is little mingling between individuals of the opposite sex until high school age. Dating, except in Bangkok and other large urban areas, is not a common practice. Mixed groups go out together and the men and women interact within the group. With the exception of young couples in Bangkok, men and women don't touch in public. However, it is very common for Thai females to hold hands and for males to walk arm in arm.

Personal habits of the Thais include bodily cleanliness and keeping their space and appearance neat. Because of the heat, Thais may bathe two or three times a day. Floors of houses are swept a number of times each day, as it is customary to leave shoes at the door and many Thais sit on the floor while talking or eating. Because the head is considered sacred by Thais, it is very impolite to touch someone else's head. However, feet are accorded a very low status and it is thus extremely insulting to point one's feet at someone or to put feet up on furniture.

The people of Thailand are difficult to characterize. They can be sophisticated or naive, highly motivated or easy going. Americans dealing with Thais will most likely find them intelligent, charming and attractive, but perhaps perplexing.

Education System

The Thai education system is based on the philosophy that education, both formal and nonformal, is a lifelong process that benefits both the individual and society as a whole. Education is the largest item in the Thai budget, accounting for more than 20 percent of the total. Primary school education is free to all and mandatory for six years. At higher levels, the cost of public education is partially assumed by the students and their families.

Thai schools differ greatly from their American counterparts. Students in all regions of Thailand, at both public and private schools, wear uniforms from the first grade all the way through college or university. Many of the public schools are co-educational, but generally males sit on one side of the classroom, females on the other. Relationships between student and teacher tend to be formal. Students are expected to stand to greet the teacher at the beginning of class and to stand to thank the teacher at the end of class. Lessons are memorized by the students who stand to answer questions when called upon. If they do not know the answers, they may be severely criticized or embarrassed by the teacher. Thai students may initially have difficulties adjusting to an American classroom and they are likely to be quiet during class discussion since they are unaccustomed to this style of learning.

Students begin primary school between the ages of six and eight. The primary school course is designed to equip students with the basic academic and vocational skills they will need for a job, if they choose not to go on to secondary school. Between 20 percent and 30 percent of Thai children do attend at least some secondary school. General education is continued in the first three years of secondary school, after which there are several choices open to students. They can select an upper secondary school offering academic studies, in which they must choose a specific educational track to follow. Competitive exams must be taken by students for entrance into such schools, which conduct three year courses. Further study after lower secondary school

can also be taken at vocational schools, or students can terminate their education at this point.

Approximately three percent of secondary school students continue to study at colleges or universities. For entrance to the state universities, which are the most prestigious institutions, applicants all over the country take the same joint university entrance exam. Quotas have been established which favor students from rural backgrounds who might not otherwise be able to compete with students from cities and large towns.

Non-formal education also receives major support from the Thai government. Students can attend classes at non-formal education centers to earn high school equivalency or to learn vocational skills. Special language training is also offered at these centers, especially Thai in areas where there are large numbers of minorities whose first language is not Thai.

Language of Instruction: Thai

Grading System			*U.S.*
A	4	80-100	A
B	3	70-79	B
C	2	60-69	C
D	1	50-59	D
E	0	Below 50 (failing grade)	F

Suggested Reading

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